English
for Post-Graduates

Английский язык
для аспирантов, магистрантов

Рекомендовано Учебно-методическим объединением по гуманитарному образованию в качестве учебно-методического пособия для аспирантов, магистрантов, соискателей неязыковых высших учебных заведений

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Пособие представляет собой курс английского языка по подготовке аспирантов к сдаче экзамена по программе кандидатского минимума.

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ПРЕДИСЛОВИЕ

Учебно-методическое пособие состоит из восьми разделов, каждый из которых имеет единую структуру, содержит тексты и информационный материал, касающийся научной деятельности аспирантов. При подборе материала учитывались кросскультурные особенности научной подготовки специалистов в нашей стране и за рубежом. Включены задания по основным разделам грамматики английского языка с рекомендациями по переводу грамматических явлений, наиболее часто встречающихся в языке науки, статьи по актуальным вопросам жизни современного мирового сообщества, проблематика которых отражает программные требования экзамена по иностранному языку в формате кандидатского минимума. В конце пособия предлагаются приложения справочного характера (наиболее частотные сокращения, употребляемые в научной литературе, языковые клише, характерные для научного стиля, лингвострановедческая информация). Материал пособия ориентирован на активное использование обучаемыми общенаучной лексики, рассчитан на 140 аудиторных часов и 280 часов самостоятельной работы.

Цель пособия – развитие навыков чтения и перевода оригинальной литературы по теме исследования соис-

кателя, создания вторичного научного текста (реферата, аннотации, тезисов), говорения на профессионально значимые темы, ведения дискуссии, письменной реализации коммуникативных намерений (заявка на участие в конференции, написание делового письма, заполнение анкет и т. п.).

Авторы выражают признательность коллеге из Великобритании – эксперту в области преподавания иностранных языков – госпоже Делвин Эрлис Вилкинсон (Mrs. Delwen Eirlys Wilkinson, University of Wales, Aberystwith) за ценные замечания.

Address to Young Researchers

Dear friends,

Taking a post-graduate course as a starting point of your career development obliges you to deal with a number of research-related activities.
First, positioning yourself as a research student you should learn everything about post-graduate education at BSU and foreign educational institutions.
Second, you should work with a research adviser whose supervision and assistance may be crucial for conducting research and successful production of your future dissertation.
Third, you should keep in mind that a young researcher's life can't be imagined without specific professional contacts – conferences, exchange programmes, study and research visits.
Fourth, you'll be engaged in extensive library work studying fundamental scientific problems, collecting materials for reports, articles, presentations.
Finally, you will have to submit the manuscript of your research paper to the Academic Council.
Listed above are the problem areas of the present textbook aimed at helping you to successfully pass your candidate exam in English.

Success attend you!

The authors

SectioN – I

POST-GRADUATE EDUCATION. ACADEMIC AND RESEARCH DEGREES

TOPIC RELATED VOCABULARY

education – образование
higher ~ – высшее образование, высшая школа
further/post-diploma/continuing ~ – последипломное образование
college – колледж
~ of higher education – колледж
~ of technology/commerce/art – технологический, коммерческий, художественный колледж
technical ~ – техникум
diploma – диплом
the ~ in higher education – диплом о высшем образовании
department – кафедра, отделение
head of (the) ~ – заведующий кафедрой, руководитель отделения
the ~ of English/the English ~ – кафедра английского языка
correspondence ~ – заочное отделение
full time ~ – дневное отделение
syllabus – программа курса
curriculum – учебный план
certificate – удостоверение, сертификат
council – совет
academic ~ – ученый совет
course – курс (теоретический)
compulsory ~ – обязательный курс
optional ~ – факультативный курс/курс по выбору
to take a post-graduate ~ (in) – поступить/учиться в аспирантуре (по)
to design/to tailor a ~ – разработать курс
upgrading ~ – курс повышения квалификации
specialized ~ специализированный учебный курс
a taught ~/a ~ by instruction – практико-ориентированный курс обучения

a research ~ – научно-исследовательский курс обучения
completion of an academic ~ of study – завершение курса научной подготовки
to pursue/conduct research work – вести научно-исследовательскую работу
defence procedure – процедура защиты
panel – группа специалистов
proficiency – умения
attainment of mastery – достижение мастерства
multiple disciplines – разнообразные дисциплины
to fulfill the requirements – выполнять требования
scholarly – свойственный ученым
~ paper – научная работа (*напр*., доклад, диссертация, статья)
career advancement – продвижение по карьерной лестнице
to graduate (from) – закончить высшее учебное заведение
a graduate – выпускник
graduation paper – дипломная работа
an undergraduate (student) – студент
postgraduate – последипломный
a ~ student – аспирант
~ studies – учеба в аспирантуре
full-time study – обучение с отрывом от работы
part-time study – обучение без отрыва от работы
field of study – область исследования
arts student – студент-гуманитарий
Bachelor of Arts (BA) – бакалавр искусств (или гуманитарных наук) (низшая академическая/ученая степень)
Bachelor of Science (BSc) – бакалавр наук (естественных и технических) (низшая академическая/ученая степень)
BA holder – обладатель степени бакалавра
Master of Arts (MA) – магистр гуманитарных наук (вторая академическая степень)
Master of Science (MSc) – магистр наук (естественных и технических) (вторая академическая степень)
Doctor of Philosophy (PhD) – доктор философии (Doctor – высшая академическая/ученая степень по любой отрасли, *напр*., химии, физике, истории и т. д.)
final examination (finals) – выпускной экзамен (экзамены)
to sit (for) an examination – держать экзамен
comprehensive examination – всесторонний экзамен
examiner – экзаменатор
outside ~ – экзаменатор, приглашенный из другого учебного заведения

small group seminar – групповое семинарское занятие
practical class – практическое занятие
to specialize in a subject – специализироваться по предмету
specialization – специализация
degree – степень
~ with Honours (Honours degree) – степень с отличием
to “sit” for a ~ – держать экзамен на получение степени
~ holder – обладатель степени
to confer a ~ – присуждать степень
recipient of the ~ – получатель степени
to confer/award a ~ – присуждать степень
higher ~ – ученая степень магистра или доктора
scholarship – стипендия
fellowship – стипендия, выплачиваемая аспирантам и лицам, окончившим университет и ведущим при нем научно-исследовательскую работу
to qualify (for) – 1) приобретать какую-либо специальность; 2) получать право (на)
thesis/dissertation – диссертация
(the) doctorate – докторская степень
tutor – преподаватель; куратор; руководитель группы студентов
tutorial – индивидуальное практическое занятие с преподавателем
tuition fees – плата, взимаемая за обучение
to charge fees – взимать плату за обучение
to train – обучать
~ smb. for a job/profession – готовить кого-либо к профессии
training – подготовка, обучение
well-rounded/well-grounded **~** – всестороннее/основательное обучение
the humanities/liberal arts – гуманитарные науки
a research supervisor/adviser – научный руководитель
to submit a thesis – представлять диссертацию на рассмотрение
available – доступный
availability – доступность
staff – штат
teaching/academic ~ – профессорско-преподавательский состав
~ meeting – заседание кафедры
~ room – преподавательская
lecturer – преподаватель
university teacher/~ – преподаватель университета
senior ~ – старший преподаватель
credit – зачет, балл; удостоверение о прохождении какого-либо курса в учебном заведении

Before you read the texts below say what you know about postgraduate systems of education in the U.K. and the USA. What is "further education"? What is the difference between "the courses by instruction" or "taught courses" and "research courses"?

Postgraduate Study in Great Britain

In the last ten years, postgraduate study in the UK has experienced phenomenal growth, from around 100 000 students to almost 400 000. This increase reflects the United Kingdom's extraordinary range of taught and research opportunities at higher education institutions, both for students in the UK and from overseas.

A quick look through the postgraduate prospectus of any UK university will reveal that there are two distinct types of study possible, the first is by instruction or a taught course, the second is by research. There may be a combination of both too, as an increasing number of postgraduate courses now contain both research and taught elements, although the traditional division between the two modes of delivery still exists.

People undertake postgraduate study for all sorts of reasons. These may be *academic* (intellectual challenge, development of knowledge), *vocational* (training for a specific career goal), or only *vague* (drifting into further study). It is absolutely essential for a person to determine the reason he or she wants to become a postgraduate.

The most common type of course in terms of the number of people undertaking them are *taught courses*, or courses by instruction.

Taught courses usually last one academic year full-time or two years part-time and lead to a higher degree such as a Master of Science (MSc) or a Master of Arts (MA). Applicants should usually hold a degree in the same subject as the intended area of study, but there are some important exceptions to this rule, particularly in subjects such as information technology and business administration. Where an appropriate qualification is not held, it is sometimes possible to undertake a preliminary course, such as a certificate or a diploma, in order to prepare for a more advanced study to follow.

Degrees by instruction are very similar to undergraduate courses in that most of the time is devoted to attending lectures. This may take up the first eight or nine months of the course and is followed by written examinations. A period of research lasting for two or three months usually follows and the results of it are presented in the form of the thesis. Finally, an oral examination is held, lasting perhaps an hour or two, to test the knowledge

accumulated throughout the year. It is important to perform satisfactorily in every part of this assessment procedure.

The different courses on the programme are coordinated so that students' workload is manageable and evenly spread throughout the year. The courses are taught intensively through lectures and small group tutorials, and rapidly bring students to an advanced level of understanding. A postgraduate's progress is continually assessed and regular contact with teaching staff adding to the vital interchange of ideas. In addition to tutorials, most courses include projects and practical work, essays, problem classes and lectures. Case studies on – and visits to –relevant organizations are a feature of many courses.

Traditionally students have been tested by written exam papers, although an increasingly common method is the assessment of work submitted throughout the period of study.

Dissertations or supervised projects – major components of Master's courses – are essentially research-based and are a valuable preparation for a research Doctorate.

The nature of a *research cours*e is completely different, however, from that taken through a taught course. First of all it lasts longer. The most popular qualification is a Doctor of Philosophy (PhD), which usually takes three years. There is a shorter version called a Master of Philosophy (MPhil), but minimum amount of time, which this takes, is usually two years. Both of these qualifications require the student to carry out a piece of innovative research in a particular area of study. It is essential that the work has never been done before. Research study, whether at Master's or Doctoral level, depends upon the individual supervision of students by a member of the faculty who shares their interests. This emphasis on personal guidance and teamwork is an important feature of research degrees. Students are given training in research methods as well as the opportunity to pursue independent research under the guidance of experienced academics and, if studying a technical subject, to use highly sophisticated equipment.

The start of a research degree involves a very extensive survey of all previous work undertaken in that area. The preliminary part of the study can take up to six months, but it is important to note that the process of keeping up to date with other work going on in the subject must continue throughout the entire period of the research.

The next stage of a research course usually involves collecting information in some way. This might be through experimentation, in the case of arts, social sciences or humanities degrees. The important thing is that something new must be found. This second part of the procedure takes about two years in the case of a PhD. The research is written up in the form of a thesis during the

final six months of the three year period. Typically, this will contain an introduction, methodology, results and discussion.

At doctoral level, the work will consist of an original piece of research which is to make a substantial contribution to knowledge in a specific area, followed by a defence of the dissertation in front of a panel. Research students meet regularly with their supervisors to discuss the progress of their work. A PhD thesis should be produced over three or four years' full-time study and will take longer for part-time completion.

University and Higher Degrees in Great Britain

In England, Wales and Northern Ireland the most usual titles for a first degree are Bachelor of Arts (BA) or Bachelor of Science (BSc). A first degree is usually awarded at the end of a three-year course, which most people start at the age of 18/19, after leaving school, a second degree is Master of Arts (MA) or Master of Science (MSc) and a higher degree is Doctor of Philosophy (PhD or DPhil).

A higher degree is one which is awarded after further study, usually, although not always, involving research.

After a course of studies lasting from three to four years an undergraduate student sits for a final examination which, if he passes it, entitles him to a first degree. The final exam is the principal criterion for establishing the class of degree.

Uniformity of standards between universities is promoted by the practice of employing outside examiners for all examinations, and the general pattern of teaching (a combination of lectures, small group seminars or tutorials with practical classes where necessary) is fairly similar throughout Britain.

The range of second and further degrees in Britain is huge and complex – and depends on the arrangements of each autonomous university. There are MAs, MPhil, MSc, MBA, and many others. Some of these are obtained by doing another "taught course" and some by writing a thesis. Although some students take their second degree in the same university as their first degree, many more move to another university.

The award of a Master's degree is the culmination of what is normally one-year full time or two-years of part-time taught study and demonstrates the attainment of mastery in the chosen subject area. Higher degrees are sometimes also called *further degrees. Research degree* is also used, but it is not an exact synonym of higher/further degree; it means a degree involving research, and not all (although most) higher degrees are research degrees.

Until recently, postgraduate Master's degrees were awarded without grade or class. Nowadays, however, Master's degrees are classified into categories

of *Pass, Merit* and *Distinction* – commonly 50+, 60+, and 70+ percent marks, respectively.

The most common types of research postgraduate Masters are MPhil and MRes. The Master of Philosophy (MPhil) is a research degree awarded for the completion of a thesis. It is a shorter version of the PhD but is of a lower standard. The Master of Research (MRes) degree is a more structured and organized version of the MPhil, usually designed to prepare a student for a career in research. For example, an MRes may combine individual research with periods of work placement in research establishments. Like the PhD, the MPhil and MRes degrees are awarded without class or grade.

The Universities of Oxford, Cambridge and Dublin award MA degree to BAs without further examination, when a certain number of years have passed and (in some cases but not all cases) upon payment of a nominal fee. It is commonplace for recipients of the degree to have graduated several years previously and to have had little official contact with the university or academic life since then. The MAs awarded by Oxford and Cambridge are colloquially known as the *Oxbridge MA*.

The doctorate generally requires an outstanding proficiency in some specialised branch of research. It is regarded as the highest degree. The degree of Doctor of Philosophy (PhD) – DPhil at Oxford, Sussex and York – is awarded after a minimum of two or three years' research and indicates a higher level of attainment than a Master's degree.

The use of the word *philosophy* does not mean that the degree is restricted to philosophy. The name is the same for all faculties, and one may have a DPhil in English, or mathematics, or geography. From a practical point of view *philosophy* here means the same as *наук* in the names *кандидат* или *доктор наук.*

A postgraduate may be granted an allowance called a "fellowship" for the pursuance of research work. Fellowships are established for a fixed number of years.

University and Higher Degrees in the USA

An academic degree is a title conferred upon an individual by college or university trustees and faculty that officially recognizes completion of a prescribed academic curriculum undertaken at the undergraduate or graduate academic level.

The bachelor of arts (B. A.) degree is typically conferred by institutions of higher learning that are designated as four-year colleges, many of which are part of universities. In general, completion of a B.A. degree requires that the student successfully complete course work and fulfill elective requirements

through personally chosen course work. Most bachelor's degree programs require that the undergraduate student complete at least 120 credits to graduate.

According to the US Department of Education as for graduate education, it falls into the following categories: master's degree education, intermediate graduate awards and post-baccalaureate certificates, professional degree education, research doctoral degree education and postdoctoral training.

The Master's degree

Graduate degrees vary, but the most commonly completed graduate degree is the *master's degree*. The master's degree is awarded upon completion of one to two years of advanced graduate study beyond the bachelor's degree, depending on the field of study and conferring institution. It recognizes heightened expertise in an academic discipline or professional field of study, gained through intensive course work; the preparation of a culminating project or scholarly paper or thesis; or successful completion of a comprehensive examination which tests students on foundational knowledge in the field of study.

A significant number of programs offer students the option of completing a final master's project or paper as an alternative to a scholarly thesis. These projects or papers typically focus on applied problems, issues relevant to the world of professional practice. As a result the master's degree has evolved into a pragmatic degree, combining theoretical, academic, and practical foci with the goal of preparing the graduate student for advanced practice and positions of leadership in the field of specialization. Such programs are growing in popularity and availability throughout the nation. The appeal of these programs lies in their ability to offer well-grounded training to students, and to do so in a relatively short time. In sum, master's degrees can be separated into two types: *the research master's degree* and *the professional master's degree*.

The primary goal of these degrees is to provide graduate students with advanced post-baccalaureate training, preparing them for advanced doctoral study in a particular field. Although typically these degrees are required for admission into doctoral degree programs in the field of study, there is a growing trend toward offering admission to doctoral programs to students who lack a master's degree, awarding the master's degree to these students en route toward the doctoral degree.

The research doctorate is the highest academic degree conferred upon an individual in the US system of graduate education. Course work and examinations play important roles in the first stages of a research doctoral degree program of study. However, what distinguishes this degree from all others (in particular, from first professional doctoral degrees) is its recognition

of the recipient's proven ability to conduct independent research at a professional level in either an academic or professional discipline. This independent research, typically presented in the form of a thesis, dissertation, or other major culminating project, must pass the review of a committee of scholars from both within and outside the field of study. Because of the comprehensive nature of this independent research and because it must be deemed to represent an important contribution to the body of knowledge in the field of study, research doctoral degrees take an average seven years to complete. In some cases, the doctoral candidate must also complete a supervised internship.

The most commonly known research doctoral degree is the doctor of philosophy (PhD). However, there are a number of other doctoral degrees that enjoy the same status and represent variants of the PhD within certain fields. Examples are the doctor of education (EdD), the doctor of dental science (DScS) and the doctor of architecture (DArch). The doctor of science (DSc), more commonly conferred in England, the British Commonwealth countries, and Russia, is considered to be a higher degree than the doctor of philosophy (PhD) with regard to maturity and scientific accomplishment.

Postdoctoral Education

Many persons who have earned PhD's or similar degrees enroll in postdoctoral training programs or internships. These occur most often in the allied health and medical sciences, the counseling professions, and the physical and natural sciences. Lasting one or more years, these programs do not usually confer a degree, but they are often considered necessary for those hoping to launch a professional or academic career in a given field of study.

Honorary Degrees

Honorary degrees are awarded by institutions of higher education primarily in recognition of some significant achievement rather than the completion of an academic course of study. For this reason, honorary degrees are not generally considered comparable to their academic counterparts.

***Select the word from the topic related vocabulary that best completes each of the sentences below*:**

1. The requirements for an MA or PhD degree usually include the preparation of …
2. An examiner who is invited from another university in order to be present at the final examination and to ensure objectivity is called …

3. A student who has already obtained a first degree and is studying for a higher degree is called …
4. The examination held at the end of a three or four year university or college degree course is called …
5. Master's degrees are classified into categories of …
6. The degree obtained at the end of a more general course is usually called either … or …
7. The degree obtained at the end of a specialized course in a single subject is usually called …
8. The main undergraduate qualification is the first degree such as …
9. The most common types of research postgraduate masters are …
10. The MAs awarded by Oxford and Cambridge are colloquially known as …

Maria Brown tells us about her educational background. Complete each sentence with one of the words or phrases from the box below. Then speak on your own educational background. You may use Maria's as a model.

apply	graduated	grant	higher degree
honours degree	job	option	PhD
place	primary school	scholarship	secondary school
stay on	study	subject	thesis

1. I started at … in London when I was 5.
2. At the age of 11, I went on to …, also in London.
3. At 18, I … to university.
4. I got a … at Manchester to … Engineering.
5. In fact I was awarded a … .
6. But at the end of the first year I changed to another …
7. I … from University in 2003.
8. I have a first class … in Economics.
9. I decided to … at university.
10. So I did a … in business administration at the University of California.
11. During the course, I did an … on small business development.
12. I found the topic so interesting that I applied for a … to do a doctorate on the same subject.
13. Once I had got the money, I had to write a 50,000 word …
14. So now I have a BA, an MBA and a …
15. All I need now is a …

Progress questions.

1. What is an academic degree?
2. What categories does British/American graduate education fall into?
3. Who is the Bachelor's degree conferred to?
4. When is the Master's degree awarded? What does it recognize?
5. What is the research doctorate? What characteristic feature distinguishes this degree from all others?
6. What is the most commonly known research doctoral degree? Do other variants of the PhD enjoy the same status?
7. In what cases are honorary degrees awarded?
8. What is a "fellowship"?
9. What do various levels of academic degrees designate?
10. What are the differences and similarities between the systems of post-graduate study in the U.K., in the USA and in Belarus?
11. What reasons have made you take up further study, do research?
12. What new experience and knowledge do you hope to gain from the post-graduate study?

Now let us discuss the educational policy in the Republic of Belarus.

Belarus: Education in the 21st Century

Many countries consider education a major vehicle of social advancement. Training of highly qualified specialists, capable of solving the most complex problems of modern society is the main priority of higher education. The efforts of our scientists have always been focused on the fundamental problems of humanities, natural and social sciences.

At the end of the century the system of higher and further education in Belarus underwent a process of great reforms. They were initiated to provide closer links between education and technological needs of industry. The major significance of the reforms was to move toward the democratization of university administration and the "humanitarization" of the educational process in terms of students' individual aptitudes and needs.

A distinguishing feature of our universities is that they are becoming internationally oriented. We have joined the European Cultural Convention which enables us to participate in all projects concerning higher and further education, academic mobility and recognition of qualification. The universities also expand their cooperation with such authoritative international organizations as UNESCO and the Council of Europe.

The need to make education more democratic and universal arises from the fact that our country is integrating into the European community. Issues such as environment, exchanges rate and economic competition, public health, national security, poverty, population control and human rights affect every country domestically as well as internationally.

The characteristic feature and the main trend in modern higher and further education is not only to check students' knowledge but develop their abilities and creative thinking. Today's scientific and technological progress demands of the university graduates to be prepared to deepen their knowledge individually and adapt themselves quickly to the changes in science or industry.

Much has already been done and is being done to transform the national system of education. A wide range of non-state schools, colleges and institutes have been introduced.

Of course, university education in Belarus still faces a great variety of problems, connected with introduction of new disciplines, retraining of the faculty, reorienting university policies and programs towards new goals. But if we want to prosper in the new environment of the 21st century, our universities must truly orient themselves around new goals.

Plan your discussion.

1. The role of education in modern society.
2. Reforms of higher and further education in the Republic of Belarus.
3. The main trends in the native higher and further education.

The Belarusian State University is one of the leading educational institutions in the Republic of Belarus. It ranks high among European Universities. Further there follows information about research activities at the BSU.

The BSU: Research and Development

The BSU which has recently celebrated its 90th anniversary is a top-ranked university in the national system of education. It is a large academic, scientific and manufacturing complex comprising 26 educational establishments, 4 research institutes, 9 research centres, 177 chairs, 23 research laboratories, 11 production sites. The University trains elite personnel in social, humanitarian and natural sciences, carries out fundamental and applied research in the main fields of science on a highly professional level. To a great extend it shapes the national image of the country.

Today the BSU is the Alma Mater for 30 thousand students studying at its 16 faculties: Faculty of History, Faculty of Economics, Faculty of Law, Faculty of Biology, Military Faculty, Geography Faculty, Faculty of the Humanities, Faculty of Mechanics and Mathematics, Faculty of Radio Physics and Computer Technologies, Faculty of Pre-University Education, Faculty of Physics, Faculty of Philology, Faculty of International Relations, Faculty of Applied Mathematics and Computer Science, Faculty of Philosophy and Social Sciences, Faculty of Chemistry. Within recent years the University has initiated training specialists in the sphere of nuclear energy, logistics, management of innovation technologies, applied computer science, aerospace, radio-electronics, information technologies as well as in a number of humanities. The total number of specialities of higher education equals to 58.

890 students are doing Master's course and 682 are engaged in postgraduate and doctoral studies. Master's course students are trained in 47 specialities, while postgraduates – in 118. Doctoral studies are done in 75 fields of research. Annually dozens of Doctors of Philosophy (PhD) and Doctors of Sciences (ScD) defend their theses at 22 dissertation councils of the University.

Research activity at the BSU is conducted at numerous research institutes, laboratories and University departments. More than 3000 lecturers and university researchers are engaged in different scientific projects. About 1670 Candidates of Sciences and 400 Doctors of Sciences. 15 Academicians and 16 Corresponding members of the National Academy of Sciences work at the BSU. Thousands of publications are issued and a great number of scientific and practical conferences, symposia and seminars are held annually.

The major areas of research comprise:

- alternative and renewable sources of energy, energy saving;
- physical, chemical, biological and genetic methods and technologies of obtaining new substances, materials, biologically-modified forms, nanomaterials and nanotechnologies;
- development of new technologies and appliances for medical treatment, diagnosis, prevention and rehabilitation;
- psychophysiology and psychology of labour; development of methods and procedures for determining professional eligibility;
- mathematical and physical modeling of systems, structures and processes in the environment and society, information technologies, modernization of information infrastructure;
- socio-economic and cultural development of the Republic of Belarus, interdisciplinary research in the field of history, culture, society and

state; research in the area of history, material and spiritual heritage of Belarus; improvement of the national systems of law and government;

- study and development of the Belarusian language as a means of communication and preservation of the Belarusian cultural heritage.

High level of teaching and research facilitates the process of integration of the University into a broader educational environment. The BSU takes part in 80 international programmes, including INTAS, as well as those developing under the auspices of the UNO, NATO, CERN, etc.

Study the information about the Higher Attestation Committee and get ready to speak about its tasks.

Высшая аттестационная комиссия Республики Беларусь

Высшая аттестационная комиссия Республики Беларусь (ВАК) является республиканским органом государственного управления, реализующим функцию государственного регулирования в области аттестации научных и научно-педагогических работников высшей квалификации, и подчиняется Президенту Республики Беларусь.

1. Основными задачами ВАК являются:

- обеспечение функционирования национальной системы аттестации научных и научно-педагогических работников высшей квалификации;
- обеспечение единых требований к уровню научной и научно-педагогической квалификации соискателей ученых степеней и ученых званий;
- развитие международного сотрудничества в области аттестации научных работников.

ВАК в соответствии с возложенными на нее основными задачами осуществляет следующие функции:

- определяет совместно с Национальной академией наук Беларуси и Государственным комитетом по науке и технологиям порядок аккредитации научных организаций;
- разрабатывает и утверждает номенклатуру специальностей научных работников Республики Беларусь и перечень специальностей, по которым присваиваются ученые звания;
- утверждает состав советов по защите диссертаций;
- присуждает ученые степени доктора и кандидата наук на основании ходатайств советов по защите диссертаций;

- присваивает на основании ходатайств советов (ученых советов) высших учебных заведений и научных организаций ученые звания профессора и доцента;
- проводит нострификацию документов о присуждении ученых степеней и присвоении ученых званий, выданных в других государствах, с которыми Республикой Беларусь заключены договоры о признании этих документов.

ВАК в пределах своей компетенции имеет право:

- совместно с Министерством образования Республики Беларусь и Национальной академией наук Беларуси разрабатывать рекомендации по научно-методическому руководству подготовкой научных работников и тематике диссертаций докторантов и аспирантов;
- привлекать высококвалифицированных специалистов в качестве экспертов по вопросам аттестации научных работников;
- отменять решения советов по защите диссертаций о присуждении ученых степеней кандидатов и докторов наук.

2. ВАК возглавляет Председатель, назначаемый на должность и освобождаемый от должности Президентом Республики Беларусь.

3. Главным научно-аттестационным органом ВАК является Президиум, который принимает решения по вопросам присуждения ученых степеней и присвоения ученых званий.

4. Для проведения экспертизы диссертаций и аттестационных дел соискателей ученых степеней и ученых званий ВАК создает экспертные советы по отраслям науки или группам специальностей соответствующей отрасли науки.

5. ВАК является юридическим лицом, имеет печать с изображением Государственного герба Республики Беларусь и со своим наименованием.

In Focus

Expressing tendencies

Phrases	Examples
There is a tendency for (someone) to do (not to do) smth. *To tend* to do smth.	*There is a tendency for* university graduates to continue education and take a post-graduate course. After finishing a master’s course young researchers *tend* to work towards a PhD. Students *tend* to leave preparation for exams till the last minute.

Phrases	Examples
To be likely to do smth.	Research supervisors *are likely* to create stimulating research environment for their postgrads.
To have a tendency to do smth.	Higher educational institutions *have a tendency* to introduce a learner's-centered approach to their teaching strategies.
To be prone to do smth.	Today postgraduates *are more prone* to accept responsibility for their personal learning and the production of a thesis.

Grammar Review: Tenses in the Active Voice

Step 1. ***Use the correct form of the verbs in the Active Voice.***

1. Last time we (to decide) that it (to be) useful to hold presentation sessions every other month.
2. Most Universities (to award) honorary degrees, usually at the postgraduate level.
3. At the moment amongst all students enrolled in postgraduate courses the largest group (to study) for a qualification in business.
4. This (to result) from many changes and developments in recent years within the higher education sector.
5. Research degrees (to denote) advanced study in a chosen discipline with a view to the pursuit of an academic career.
6. The emphasis on research (to prompt) recently new levels of competition amongst universities.
7. Once the student (to present) a research design acceptable to his or her adviser, the independent research phase (to begin).
8. Her successful defence of the thesis (to lead) to the award of the degree.
9. Research study, whether at Masters or Doctoral level, (to depend) upon the individual supervision of students by a member of the faculty who (to share) their interests.
10. Schools, colleges and universities (to be) the most widely spread methods of formal education and training so far.
11. There (to be) no record of what (to take place) at the latest conference.
12. In South Africa universities doctoral studies (to remain) very much the same over the years.
13. After you (to spend) quite a bit of time with the topic, usually you do not want to write about something that (not to appeal) to you.

14. How much information you (to gather) in order to check the possible value of the "future" of your studies?
15. He (to conduct) the research since he graduated from the University.

Step 2. ***Translate into Russian paying attention to the words of time indication. Put questions to the underlined words.***

1. With an ever increasing climate of competition, other countries are emerging as desirable study destinations *at the moment*.
2. The *last* decade of the 20th century witnessed a process of swift and irrevocable change leading to the third industrial revolution.
3. Your research topic has been in an interdisciplinary area *so far*.
4. If a student-supervisor relationship is not working satisfactorily the only proper solution will be the appointment of a new supervisor *in future*.
5. The expansion of Doctoral Training Centres has also been a positive step *of late* as has the development of other models of doctoral training.
6. Adults with advanced degrees *as a rule* earn four times more than those with less than a high school diploma.
7. We have deeply thought about the possible impact of postgraduate studies on our life.
8. *So far* policy makers have paid little attention to postgraduate provision, despite the fact that postgraduate education is of enormous value to the UK and will play a crucial role in economic growth.
9. The UK delivers 8% of world research output, and is second only to the US in a number of research disciplines.
10. The general principles of project management at postgraduate level do not, however, vary significantly across the academic disciplines.
11. Such factors as the internalization of higher education and the growth in information technology are also influencing the way in which supervisors manage their postgraduate students.
12. They asked a disinterested academic member of staff in a related research area to look over his thesis and make an independent assessment of its quality.
13. Access to education and training for all has not *always* been the right of all citizens and an obligation for governments.
14. *Currently* we are witnessing a worldwide shortage of PhD degree holders.
15. Mr. Brown had been working in the laboratory *for* seven years before he got promotion.

Step 3. ***Translate into English.***

1. Как правило, магистерский курс отличается от бакалавриата тем, что он включает большой объем самостоятельной работы.
2. Лишь небольшая часть слушателей уже сдали экзамены на получение степени магистра.
3. В этой стране до сих пор нет единой системы объективной оценки знаний.
4. В последние годы наблюдается повышение роли университетов как крупных исследовательских центров страны.
5. От местных органов власти студенты получают стипендии, которые покрывают стоимость обучения и иногда – стоимость проживания.
6. Он уже выбрал тему диссертационного исследования и представил индивидуальный план работы.
7. На прошлой конференции он сделал очень интересный доклад, который вызвал бурную дискуссию.
8. Поступающие в аспирантуру сдают вступительные экзамены по специальности, иностранному языку и философии.
9. До конференции он ничего не знал о результатах исследования и поэтому не включил их в доклад.
10. На том этапе продолжение исследования было нецелесообразным, поскольку аспирант не сопоставил полученные результаты с предшествующими.
11. Написание диссертации состоит из нескольких этапов, и он только что завершил первый.
12. Он пишет первую главу уже семь месяцев и никак не может прийти к ее логическому завершению.
13. Насколько мне известно, результаты его диссертации привели к серьезному открытию.
14. Аспирантам иногда трудно сформулировать свои идеи из-за недостатка теоретических знаний.
15. Аспирант потратил очень много времени, прежде чем получил конкретные результаты.

Grammar Review: Emphatic Means

Step 1. ***Translation tips:***

I. Auxiliary do.

1) The above law *does* hold.
   Вышеупомянутый закон *действительно* работает.
2) I *do* hope you will make the right decision.
   Я действительно надеюсь, что ты примешь правильное решение.

II. Inversion:

1) *Relevant* for this theory *was* the following point.
   Для этой теории *значимым был* следующий момент.
2) *Perhaps nowhere* have been achieved better results as in this field of science.
   Вероятно, нигде не были достигнуты лучшие результаты, чем в этой области науки.
3) *Nor should* we *forget* the importance of this discovery.
   Не должны мы забывать и важность этого открытия.
   А также мы *не должны забывать* важность этого открытия.

III. Double negation:

1) *Not until* X made his famous discovery *did scientists realize* the importance of this law.
   Только тогда, когда X сделал свое знаменитое открытие*, ученые поняли* важность этого закона.
2) The case is *not improbable*.
   Этот случай *весьма (вполне*) *вероятен*.

IV. Cleft* sentences:

1) *It is* these results of the research *that* are most important for us.
   Именно эти результаты исследования чрезвычайно важны для нас.
2) *It was not until* last night *that* Susan received an invitation to the conference.
   Только вчера Сьюзан получила приглашение на конференцию.
3) *It was* Richard *who* was sent to England to study.
   Именно Ричарда отправили в Англию учиться.

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* "Cleft" means divided. In a cleft sentence information which could be given in one clause is divided into two parts, each with its own verb.

Step 2. ***Start the sentence with the suggested words.***

1. I've never heard of such a good University course. – Never have I …
2. I had hardly received the results of the first experiment, when new requirements were put forward for the second one. – Hardly had I …
3. It may seem strange, but I don't enjoy conducting out my research. – Strange as it …
4. I have never met a more disorganised student. – Never have I …
5. Although it may seem difficult, it is not impossible. – Difficult as it …
6. In this very paper new data on the subject are presented. – It is in this paper …
7. You must not reveal your secret results in any circumstances. – In any circumstances …

8. When I completed my research I realized how much had been done. – Not until …
9. This theory may be satisfactory in many respects but it is far from being probable. – Satisfactory as this theory …
10. For that reason the present book is both timely and appropriate. – It is for that reason …
11. The results of any research work can be presented in different forms. – Whatever the results …
12. Although it is hard but we must finish this research. – Hard as …
13. These results may seem controversial, but they are still valuable. – Controversial as …
14. You can't have read the same book. – It can't have been …
15. The facts were not all made public until later. – Only later …

Step 3. ***Translate into Russian paying attention to the language means of emphatic use.***

1. It is the academic staff's responsibility to monitor the progress of the research that ensures the students' mastery of the appropriate research skills.
2. The advances of modern sciences are seen to be not inconsiderable.
3. If you suffer a mental block, have lost confidence, or if anything at all is interfering with your work, do let your family know.
4. It is the supervisor's expertise that helps conduct the research in the right direction.
5. Not only should a doctoral dissertation be of a high quality, but it should also make a significant contribution to a particular field.
6. The statistics do, however, indicate that only 50 % of researchers complete their doctorates.
7. It was the University of Bologna in Italy that first conferred the degree of Doctor in the late 12th century.
8. Perhaps never was the invention mentioned above shared by so many scientists all over the world.
9. Nowhere can we see such rapid progress as in computer science.
10. Strange as it may seem, the debate on the subject went far beyond its original bounds.
11. It was not until the 5th century that the first universities were founded in Byzantium.
12. Whoever may the author have been he should have dwelt on this problem.
13. It is the three-level hierarchy of degrees that is gradually replacing the two-stage system which is still used in some countries.
14. It was because I answered confidently at the interview that I got the job.
15. Not until I got the final results did I realize how much had been done.

Step 4. ***Translate into English.***

1. Именно с научным руководителем аспирант определяет сроки работы над каждой частью диссертации.
2. Кто бы ни высказал замечания по моему исследованию во время обсуждения, я буду внимательно относиться к каждому из них.
3. Всякий раз, когда возникает проблема, обращайтесь к научному руководителю.
4. Хотя эти замечания и противоречивы, они должны быть проанализированы.
5. Именно научные факты характеризуются объективностью, достоверностью и точностью.
6. Он действительно просмотрел и изучил абсолютно все виды источников, которые имеют отношение к исследуемой в диссертации научной проблеме.
7. Не должны молодые ученые игнорировать возможность отстаивать свою собственную позицию.
8. А также мы не должны забывать и о других методах анализа фактического материала.
9. Именно в архивах он нашел необходимые документы по изучаемой проблематике.
10. Только после того, как диссертант выступил на научном симпозиуме, он приобрел опыт публичного выступления.
11. Я действительно знаю, как добиться хорошего результата.
12. Как ни трудно, ты должен завершить теоретическую часть как можно быстрее.
13. Хотя результаты исследования спорны, они все-таки представляют определенный научный интерес.
14. Только после того, как он завершил экспериментальную часть, работа была представлена на обсуждение.
15. Какой бы сложной ни была научно-исследовательская работа, в конечном итоге она всегда приносит удовлетворение.

Reports from around the world

Visits

I. Read the article. Comment on the meaning of the highlighted words and expressions; summarize the text.

Obama, Chinese leader talk global challenges

By Keith B. Richburg
WASHINGTON POST

BEIJING – President Obama and his Chinese **counterpart**, Hu Jintao, **met officially** for more than an hour today at China's Great Hall of the People, and

the US president was expected to press the Chinese leader for possible new sanctions on Iran, a stepped-up Chinese role in Afghanistan, and more **cooperation on** the relative strength of the countries' respective currencies.

The two leaders were also trying **to find agreement on** some modest climate-change goals for the upcoming **environmental summit** in Copenhagen and on edging North Korea back to **multilateral talks over** its nuclear program.

The two already met once over dinner last night, shortly after Obama **arrived in** the frigid Chinese capital from Shanghai. National security adviser James Jones described that meeting as **an informal** "**dinner discussion**" in which the two leaders discussed "the evolution and histories of China and the United States.

By the time Obama leaves China tomorrow, he and the Chinese leader will have had three **formal meetings** here in Beijing – the dinner last night, the official formal meeting today and again tonight for a **state dinner**. These follow separate meetings the two leaders have held on the sidelines of other **international gatherings** this year.

II. Render into English using the prompts.

В Минск по приглашению Президента Республики Беларусь с официальным визитом прибыл Президент Венесуэлы.	**at/on/the invitation of** **to arrive on/for a visit**
Во время пребывания в Беларуси делегация из Венесуэлы встретилась с представителями правительственных, деловых кругов и другими официальными лицами. Стороны обменялись мнениями по вопросам двустороннего сотрудничества, обсудили текущие проблемы, международную ситуацию в целом. Переговоры были отмечены духом взаимопонимания. В честь высокого гостя был дан обед. Присутствующие говорили о перспективах развития взаимовыгодного всестороннего сотрудничества между двумя странами. Стороны выразили удовлетворение результатами визита. Делегация отбыла на родину.	**representatives of** **government circles** **exchanged views on** **bilateral cooperation** **marked by the spirit of** **mutual understanding** **dinner was given** **mutually beneficial** **cooperation** **left for home**

III. Get ready to make a report on a recent official delegation visit to your country. Use the words and word-combinations below:

at/on/the invitation of
to arrive on/for/a visit; to be on a visit; to pay a visit
during the stay
those present
officials
to be accorded a hearty welcome
the sides exchange views on
problems: current, urgent
to discuss the international situation as a whole
the talks are marked by the spirit of mutual understanding
to give a dinner in honour of; to speak at a dinner
to give a reception
business circles
diplomatic representatives
in transit
to develop all-sided relations: bilateral, mutually beneficial, good-neighbourly

SectioN – II

WHY UNDERTAKE POST-GRADUATE STUDY?

TOPIC RELATED VOCABULARY

motivation – мотивация
variety of reasons – разнообразие причин
to undertake further study – продолжить обучение
to do a degree/to take a post-graduate course /to work towards a PhD – заниматься в аспирантуре
to develop skills – развить навыки
competition – конкуренция
competitive environment – конкурентная среда
advantage – преимущество
  to provide ~ – предоставить преимущество
advantageous – преимущественный
  to be ~ to smb – обладать преимуществом
to tailor a course – разработать курс
work experience – опыт работ
to put theory into practice – использовать теорию на практике
to succeed academically – достичь успехов в учебе
skill – навык
  higher level ~ s – навыки более высокого уровня
  to develop ~ – приобрести навыки
  problem-solving ~ s – навыки решения проблемных вопросов
to assimilate ideas – воспринимать идеи
to make smb more employable – сделать более привлекательным для приема на работу
to produce a dissertation – написать диссертацию
to benefit (from) – извлечь пользу
to generalize – обобщать
other-worldly – не от мира сего
outdated – устаревший
to treat favourably – относиться с предпочтением
to value – ценить
to specialize in a particular field – специализировать в конкретной области (знаний)
long term aims – долгосрочные цели
to take seriously – серьезно воспринимать

What qualities does research demand from postgraduate students, those young people who make up their minds to devote themselves to research activities? Some of these qualities are mentioned in the text below. Think of the other ones, for example, you may enjoy solving problems, you may have creative abilities or things like that. Are you patient enough, industrious and hard-working for this kind of activity?

Different types of study require similar qualities from the people who undertake them. Thus, working towards a research degree demands an inquisitive mind that will maintain the motivation to learn and discover new information. It also demands a high level of intellectual ability in order to cope with the pressures of understanding the possible complex arguments, facts or theories, requires a high degree of organizational ability and time management, as so many different things need to be attended to.

Why undertake postgraduate study? There is no definite answer to this question. There are various reasons for choosing postgraduate study but some reasons are more positive than others. Look through the opinions below and get ready to discuss motivating reasons to do a higher degree.

Tom Brown:

"I really enjoy my subject"

This is a highly motivating reason to do a higher degree. It's worth considering the long-term implications of your choice. Does your choice of the course fit in with your long-term career plans? That does not mean that you should only consider postgraduate programmes related to your area of work interest. All further study programmes will enable you to develop skills that you could market to an employer.

Emily Wright:

"I need it to pursue my chosen career"

This is an obvious positive reason for undertaking further study. Some career areas do require a professional qualification, for example law, teaching, social work, librarianship or clinical psychology. For other employment areas a postgraduate qualification, although not essential, will provide a distinct advantage to applicants, particularly when competition for places is fierce. In any case it will make you stand out from the crowd and get a better job. Research the area of work that interests you to identify whether a postgraduate course would be necessary or advantageous to you.

Martin Scott:

"I don't know what to do – this will give me more time to decide"

Past experience suggests undertaking a further year or more of study is unlikely to lead to careers inspiration! If you choose a course for this reason, it is important to use the duration of the course to decide what options are open to you, what skills you have to offer, what you want out of a job or may be jobs, what jobs would suit you in general.

> ***Apart from the above reasons you may have some others worth mentioning. Think of them and put them down in the order of preference in writing.***

> ***There can be less optimistic opinions about taking postgraduate or doctorate courses. Some people consider post-graduate and doctorate study a mere waste of time and effort. Express your opinion on the problem. If you disagree with something, debate and give your arguments.***

Pamela Bain

The idea of original research can conjure up thoughts of constant intellectual excitement and cries of 'eureka!' The reality may be rather different. Studying for a research degree is very different from studying for an undergraduate degree. Consider carefully whether or not you would enjoy the basic research techniques you are going to use. Can you imagine counting black dots down a microscope for weeks on end? OK spending a year, or two, building equipment before generating a single result? Will you be happy working alone in a library for days on end? The breakthrough, when it happens, can be euphoric, but when results refuse to come it can be deeply disappointing.

Tom Sight

Doctorates don't count for much outside academia – and in fact they may count against you. If you can't find a directly relevant area for subsequent professional work, then many employers are likely to look at you, a 25–30 year old person with three-six years of post-graduate work as being a strange and slightly worrying employment prospect. Another thing you won't be told is how many people don't complete their doctorates. I've heard various figures mentioned, but I believe that around 50 % of people who start doctorates don't get a PhD out of it. An enormous proportion of people simply never finish the things because it's not quite what they were expecting when they started.

What is your motivation for taking a post-graduate course? Is it only because it helps in future career development? Sum up all pros and cons. The text below provides you with extensive information worth thinking about and will help you find the right answer.

Career Prospects for Postgraduates

Postgraduate sector is mushrooming today. Further study is undertaken for a variety of reasons but usually with some career aim in mind. Just getting a university degree isn't enough nowadays, many undergraduates feel an extra qualification is a way to distinguish themselves from a large number of job-hunters clutching a first degree certificate. A higher degree can open new options to them when entering the same job market as an undergraduate. Employers are increasingly looking for graduates who can hit the ground running, who can demonstrate both breadth and depth of subject knowledge.

To find the right career for you, you need to think about the occupations and jobs available – the skills, qualifications, experience and aptitudes you need and whether they are right for you. Postgraduate study is fundamental to the development of higher level skills. The process of achieving a research degree develops an enquiring mind, independence of thought, problem-solving abilities, an ability to work autonomously and the ability to assimilate, articulate and defend new ideas. The benefits of post-graduate education are obvious: development of key skills, the chance to put theory into practice, greater understanding of career choices, valuable career contacts for the future.

Postgraduates are among the most intelligent students. They tend to be people who have succeeded academically. The view that postgraduates are other-worldly and lacking in drive is outdated, and there is evidence that employers are taking postgraduates much more seriously. Having organized their own studies, postgraduates can be good project managers, experts in analysis, and capable of working through complex processes without being intimidated.

A postgraduate qualification from the BSU is one that is recognized globally and will provide an excellent route to better career prospects. Major companies say they would rather employ students from the BSU. The University's graduates benefit from the tradition of strong ties with business and industry. The BSU's high quality facilities and teaching and its interdisciplinary approach to research will enable trainees to make the most of research and learning opportunities available whilst studying for a scientific degree. All students here receive "appropriate and relevant preparation,

training and support for their development, are helped both to complete a high-quality master's or doctoral thesis and to develop a range of knowledge, understanding and skills necessary for their future employment".

The current crop of PhD students are surely busier than their predecessors, and are being required to professionalize earlier. Not only are they working to finish their dissertations within the three-year period of their awards; but engaged in other activities entirely appropriate to their stage of career: they often do teaching, attend conferences, make research trips, attend meetings. By the end of the second year of the program the postgraduates are taught to make practical progress in the number of key areas of academic endeavor, with a view to having a significant body of experience by the time they complete their degrees. By this stage of the programme they will have had experience in delivering their material in a public forum, and will have made an attempt to develop their presentation skills.

Combining subjects in a degree programme is a popular way of tailoring a course to reflect one's career aspirations. Employment opportunities demand well developed language skills. The course of a foreign language will provide a broad range of language training opportunities for all students whatever course they are taking.

Tuition also helps to focus students' minds on the key question of whether or not to further pursue academic careers. As such study involves commitment and investment of time and money, those pursuing it may well seek reassurance that it is worth the effort. It is therefore crucial to present them with opportunities to hone their skills in this area.

Students working towards a PhD have already completed a Master's degree. It is crucial that learners considering this option have a deep interest in their subject and a commitment to producing a piece of original research despite the pressure to complete the dissertation on time and have a certain number of publications. It is equally important that they have a research topic which is both interesting to them, and viable in the context of a research degree.

Whatever career path a postgraduate chooses most employers are sure to value the skills he has developed while doing a degree.

> ***It is difficult to generalize about the reasons for doing postgraduate study as everyone will come to it with different circumstances, motivations and aspirations. Research the area of work you wish to enter to identify how potential employers would view applicants with postgraduate qualifications. What new experience and knowledge will you gain from the post-graduate course?***

Discuss with your groupmates the issue of…

a) motivating reasons for doing a post-graduate course (*to undertake further studies, career plans, to make more employable, to provide advantage, to stand out of the crowd, to enjoy the subject*);
b) qualities a young researcher must possess to be a success (*to enjoy problem solving, creative abilities, industrious, patient, inquisitive mind, a high level of intellectual ability, a high degree of organizational ability and time management, to work in a library*);
c) career prospects for post-graduates (*better career prospects, a key role, to make a person more employable, to put theory into practice, to benefit from, specific skills*).

Progress Questions

1. What are the main motives for undertaking study for master's/PhD degree?
2. What is your motivation for taking a post-graduate course?
3. Is there a difference between studying for a research degree and studying for an undergraduate degree?
4. What qualities should a post-graduate student possess and develop?
5. Do you agree that a master's qualification is a way to distinguish yourself from the large number of first degrees on the job market?
6. What are the benefits of having a postgraduate qualification in relation to future employment?
7. Do you think that most employers will appreciate the skills that you bring after your postgraduate course?
8. Why did you choose to take a postgraduate course at the BSU?
9. Do you think that now you have any definite opportunities for a career promotion?
10. Are you going to deepen your research experience and enroll for studies for another degree?

In Focus

Expressing Likeness

Phrases	Examples
… is similar to… in… … is like… in … is identical to… in … resembles … in	1. The situation with academic degrees in Austria *is similar to* the situation in Germany. 2. The findings of these two scientists *are alike* in terms of their practical application.

… has a similar… to… 's … and are alike in …	3. The analysis provided for in the recent article *is like* the previous analysis based on a literature review, case studies, expert interviews. 4. European universities *have similar* patterns of postgraduate courses. 5. His motivation for doing a higher degree *is like* mine in the hope of becoming more employable in future. 6. The experiment described in the article *resembles* in many respects the experiment conducted in our lab.

Grammar Review: Tenses in the Passive Voice

Step 1. ***Translation tips:***

1. The researcher's findings are dealt with in the present article.
   В данной статье рассматриваются выводы исследователя.
2. Information from encyclopedia is always relied on in scientific circles.
   На информацию из энциклопедии всегда полагаются в научных кругах.
3. The article mentioned above is often referred to by young researchers.
   На статью, упомянутую выше, часто ссылаются молодые ученые.
4. This author is much spoken of.
   Об этом авторе много говорят.
5. The report was followed by lots of questions.
   За докладом последовало множество вопросов.
6. These terms will be insisted upon.
   На этих условиях будут настаивать.

Step 2. ***Use the right tense in the Passive Voice in the following sentences.***

1. A new theory (to discuss) already.
2. The experiments (to finish) two weeks ago.
3. This idea (to put) forward in the near future.
4. We expect his findings (not to criticize) at the forthcoming conference.
5. At present a new technique (to develop).
6. Projects (to supervise) by the teacher, but only in a general way; the actual work (to do) by the students themselves.
7. An interesting phenomenon just (to register) by a young scientist.
8. The result of this experiment (to publish) in his latest article.

9. A new discovery (to speak) much about.
10. Lately the problem (to approach) by many researchers.
11. Special attention (to draw) to the latest findings.
12. Apparent errors in the analysis (to deal with) in the report.
13. The article gives examples of different methods which (to use) over the years.
14. In Europe degrees (to harmonise) through the Bologna process, which (to base) on the three-level hierarchy (Bachelor, Master, Doctor).

Step 3. ***Complete the following sentences with the verbs in the Passive Voice.***

1. They wrote a repot in a terrible hurry. The report …
2. The clerk finally found the necessary notes. The notes …
3. We will produce the results of the experiment at the exhibition. The results …
4. They are noting down all information in important lectures. All information …
5. They improved the memo to the committee to make it easier to understand. The memo …
6. They haven't included the mailing address in the letter. The mailing address …
7. We will make our suggestions in writing. Suggestions …
8. The suppliers will make further modifications to the machine. Further modifications …
9. He realized he had achieved better results when he started working harder. Better results …
10. The organizers of the meeting supplied all relevant information in advance. All relevant information …
11. Postgraduates are entering the same job market as undergraduates. The same job market …
12. He has already completed a Master's degree and is currently working towards a PhD. Master's degree …
13. The supervisor guides reading and research of students admitted to work for scientific degree. Students …
14. They have advised me to contact the member of the staff with the appropriate interests to talk about possible projects. I …

Step 4. ***Translate into Russian.***

1. These data are often referred to.
2. A doctoral degree is awarded for the creation of original piece of research.
3. In pre-literate societies, education was achieved orally, and through observation and imitation.

4. Postgraduate level for professional advancement is being developed now.
5. Until recently, the issue of whether there is fair access to postgraduate study has been neglected.
6. New supervision arrangements to supplement the conventional single-supervisor structure have been established.
7. Although both taught and research courses are partly subsidised by government, higher education institutions recover most of the costs of provision via tuition fees.
8. These areas have features which have been closely linked.
9. There is no doubt that in the course of further development of this science the new method will be extensively made use of.
10. This inaccurate method has been done away with.
11. By the end of the term the results of this research will have been discussed.
12. None of the data on this problem were published in the latest journal.
13. The list of abbreviations is referred to in the preamble.
14. The report was commented on at the seminar.
15. Some methods of analysis are dealt with in the paper.

Step 5. ***Translate into English paying special attention to the tense forms of the verbs.***

1. Никакого решения до сих пор не было найдено.
2. О недавнем выступлении этого ученого много говорят в научных кругах.
3. Здесь не затрагивали проблему терминологии.
4. Было предложено обсудить проблему на конференции.
5. В этой главе речь идет об особенности нового научного метода.
6. На какого автора ты будешь ссылаться, чтобы доказать твое понимание проблемы?
7. За лекцией последовал ряд секционных заседаний, на которых рассматривались наиболее дискуссионные вопросы.
8. Новый подход к определению данного явления рассматривался в последнем номере журнала.
9. Происходящие изменения нелегко объяснить.
10. Требуется более точный подход к анализу данного явления.
11. Было обнаружено, что полученные результаты противоречат предыдущим.
12. Конференции будет предшествовать пятидневный эксперимент.
13. Новая программа только что была запущена.

14. Их поддержит Координационный совет с представителем от каждой организации.
15. Тем, кто интересуется условиями вступления в эту организацию, будут даны исчерпывающие ответы.

Grammar Review: Types of Questions

Step 1. ***Tips:***

1. Throughout history, many governments have supported research in development of national defence.
   a) General: Have many governments supported research in development of national defence?
   b) Special: Who has supported research in development of national defence?
   c) Alternative: Have many governments supported research in development of national or international defence?
   d) Tag question: Many governments have supported research in development of national defence, haven't they?

2. Special cases of tag questions:
   a) Nobody submitted articles for publication, did they?
   b) Let's discuss the last point of your conclusion, shall we?
   c) Pass me the journal, will/won't you?
   d) Everybody is interested in the results of the experiment, aren't they?
   e) Nothing matters now, does it?

3. Indirect question:
   What does scientific knowledge contain?
   Do you know/Could you tell me what scientific knowledge contains?

Step 2. ***Put questions to the given sentences:***

1. Professional societies promote interactions between individuals across institutions by organizing meetings and publications. (How …?)
2. Theology was the most prestigious and the most difficult area of study. (What …?)
3. The expansion of Doctoral Training Centres, funded by the Research Councils, has also been a positive step. (General)
4. The supervisor is expected to be involved in cross-disciplinary supervision. (Alternative)
5. In the UK the master's degree was for a long time the only postgraduate degree normally awarded. (Where ...?)

6. Higher education is the key mechanism through which knowledge is generated, preserved and passed on. (What …?)
7. In the Netherlands each PhD candidate has a thesis supervisor/promoter and, in many cases, a co-promoter. (Alternative)
8. Since early 1990s licensing of electronic resources, particularly journals, has been very common. (Since when …?)
9. The applicant has to write down a presentation of his/her research results and an indicative research project. (General)
10. Your research activities should be carried out regularly and efficiently. (How …?)
11. The organization can learn a great deal by applying the methods and analysing the results themselves. (In what way …?)
12. The level and scope of content depends on to whom the report is intended. (What …?)
13. This will help you organize your data and focus your analysis. (Alternative)
14. Scientists often refer to this type of justification as "motivating" the hypothesis. (Who …?)
15. Most experiments will include a control, which is a means of comparing experimental results. (What …?)

Step 3. ***Complete the sentences using appropriate tags.***

1. Keep all commentary for several years after completion in case needed for future reference, …?
2. Everybody knows that research begins with a research proposal which explains how the researcher intends to carry it out, …?
3. Nobody argued that the goal of the research process was to produce new knowledge, …?
4. Let's review the purpose as we described it above, …?
5. In the USA there is a requirement that at least two of the committee professors should come from outside the candidate's doctoral programme, …?
6. Everyone knows that creativity does not occur in a vacuum, …?
7. Motivate your hypothesis by relying on logic or your own observations, …?
8. Let's start by going through each element of the Introduction to clarify what it covers and why it is important, …?
9. Governments, private industry, and other institutions provide financial support for research through grants and research contracts, …?
10. Our scientific knowledge contains a vast array of observations and theories, …?
11. Advances in pure science are not the only criteria for greatness, …?

12. In Poland there is always one official so-called "scientific supervisor" for each doctoral candidate, …?
13. Recent custom and practice has seen an increase in and encouragement of the use of panels for supervision, …?
14. Scientific research relies on the application of scientific methods, …?
15. The discussion highlighted the importance of the international dimension of research in addressing global challenges, …?

Step 4. ***Translate into English.***

1. Какую долю участия в рамках проекта можно ожидать от студентов?
2. Что подразумевается под хорошим научным руководством?
3. Сколько аспирантов может быть у одного научного руководителя?
4. Стали ли новые методы получения данных доступны в других областях?
5. Вы когда-нибудь видели, чтобы она занималась в библиотеке?
6. Чем можно объяснить сложность этой проблемы?
7. Все хотят найти интересную и высокооплачиваемую работу, не так ли?
8. Найдет ли это изобретение применение в будущем?
9. За какой срок до защиты диссертации необходимо опубликовать автореферат?
10. Требования к авторам докторских диссертаций гораздо более суровы, не так ли?
11. Диссертация прошла предварительную защиту или еще нет?
12. Мог ли обсуждаемый эксперимент быть достоверным?
13. Что мешает аспиранту защитить диссертацию в срок?
14. Давайте еще раз обсудим эту главу, ладно?
15. Знаете ли вы, что заставило аспиранта поменять научного руководителя?

Reports from around the world

Cooperation

I. Read the article. Comment on the meaning of the highlighted words and expressions; summarize the text.

Joint Communique

The Minister for Foreign Affairs of the Republic of Belarus, Minister for Foreign Affairs of the Kingdom of the Netherlands, **held bilateral consultations** in Minsk on the occasion of the official visit of the Netherlands Minister to the Republic of Belarus.

The Ministers **underlined their resolve** to promote **security and cooperation** in Europe to contribute to the building of a Europe of peace and freedom on the basis of democracy and respect for human rights, **guided by the aims and principles** of the United Nations Charter, the provisions of the Helsinki Final Act, the Paris Charter for a New Europe and other Conference on Security and Cooperation in Europe documents. The Ministers **expressed their determination** to help **strengthen the ties and cooperation** between their countries, both in the **multilateral and bilateral framework**.

Furthermore, the Ministers discussed the development of the bilateral relations between the Republic of Belarus and the Kingdom of the Netherlands and **declared the desire** to look for ways to further develop their cooperation in various fields, such as:

- trade and economic affairs;
- culture and education;
- agriculture;
- health;
- transport.

The Ministers declared their interest in **concluding a bilateral agreement** on the protection of investments. The Ministers noted that the Netherlands side **has submitted a draft text** for such an agreement. The Ministers agreed that the Republic of Belarus will give a reaction on this draft as soon as possible.

Furthermore, the Ministers **declared the intention** to organize consultations on bilateral treaty relations between the Republic of Belarus and the Kingdom of the Netherlands as soon as possible.

II. Translate into English using the prompts.

1. Первый государственный визит Президента Китая в Беларусь имел большой успех и дал новый толчок долгосрочному и стабильному развитию двусторонних отношений.	**gave an impulse to long-term**
2. Вопросы двустороннего сотрудничества рассматривались в ходе официального визита премьер-министра Беларуси в Азербайджан. Визит завершился подписанием ряда межправительственных соглашений.	**intergovernmental**
3. Президент России пригласил директора Международного Валютного Фонда нанести неофициальный визит в Москву.	**IMF** **pay an informal visit**
4. Пять документов стали основным результатом официального визита Ливийской делегации в Бела-	

русь. Эти документы нацелены на дальнейшее расширение белорусско-ливийских отношений.	**aimed at further extension of relations**
5. Важно, чтобы научно-техническое сотрудничество между странами было основано на принципах равенства, взаимоуважении и выгоде.	**scientific and technical equality, mutual respect and benefit**

III. Get ready to speak about some international contacts of your country. Use the vocabulary below.

cooperation
close/broad/versatile/many-sided, multisided/ fruitful/comprehensive ~
extension of all-round ~
to cooperate
in the field (sphere, branch, area) of economy
agreement
preliminary/long-term/short-term/unilateral/multilateral/intergovernmental ~
to reach an ~; to come to an ~; to conclude an ~; to ratify an ~; to cancel an ~; to sign an ~; under an ~
ties
to maintain vast ~
relations
to build/to strengthen/to break up/to resume ~; to maintain long-standing/ interstate/good-neighbourly/vast ~ ; to break up ~ ; to resume ~; to establish diplomatic ~
to grant
~ most favoured nation status
a joint venture
advantage
to seek ~
advantageous
mutually ~ terms
tension
international ~; relaxation of ~
restrictions
to apply ~/to impose ~ on
sanctions
to remove, suspend, ease ~
to contribute (to)
contribution
to make a ~

SectioN – III

RESEARCH SUPERVISION

TOPIC RELATED VOCABULARY

supervision – руководство
research ~ – научное руководство
dual ~ – двойное руководство
supervisor – руководитель
research ~/adviser – научный руководитель
thesis/dissertation – диссертация (Брит./Ам.)
production of a **~** – написание диссертации
experienced (in) – имеющий опыт (в)
to design work on the thesis – спланировать работу по диссертации
expertise – специальные знания
expert in the chosen area of research – специалист в избранной области исследования
to work closely – работать в тесном сотрудничестве
to guide – направлять, руководить
guidance – руководство
to formulate one's research proposal – формулировать направление исследования
to define a programme of research – определить программу исследования
research interests – научные интересы
throughout the period of study – во время всей учебы
responsibility – ответственность
retain the prime ~ – нести основную ответственность
to share ~ – разделить ответственность
to gain success – добиться успеха
to be acquainted (with) – знать, быть знакомым с
procedure and regulations – процедура и правила (защиты диссертации)
a stimulating research environment – благоприятные условия для исследования
to provide training in research – предоставить подготовку в области научных исследований
to monitor progress – следить за прогрессом
to provide feedback – обеспечить обратную связь

approach (to) – подход (к)
innovative ~ – новаторский подход
comprehensive ~ – всесторонний подход
to be involved in – быть вовлеченным в какую-либо деятельность
to complete one's research – завершить исследование
completion of one's studies – завершение исследования

Any research conducted by a postgraduate student is supervised by a competent researcher with an advanced academic degree.
From the speech provided by the Dean of Guildford University on the supervision at his University you will learn about supervisors' activities. Compare this information with what you have at BSU.

When you are offered a place on any of our research degrees, you carefully match you with an appropriate supervisor who will be experienced in the field of your research interests. Your supervisor(s) will help you in formulating your research proposal and give you assistance towards successful and timely completion of your studies. Many Schools will offer dual supervision or a supervisory panel. In addition, students working in most of the Schools in the Sciences and Life Sciences will be part of a research group. We believe that this provides the opportunity for you to gain access to wider expertise and support.

Your Supervisor is usually the most important academic person-resource in your postgraduate program. He is appointed from the School's academic staff. He is also your first point of contact for a range of questions, including professional development and administrative procedures.

The main activity is, of course, independent study and the production of a thesis based on it. As a research student, you will work closely with a supervisor who will guide and advise you throughout your period of study. The supervisor will also guide you in writing your thesis, but you retain the prime responsibility for your own work. Our University has approved policies on supervisory practice which set out how the responsibilities are shared between student and supervisor. In addition to your own independent study, you will take part in the general research life of your department, and may be involved in research seminars, colloquia and other activities with your colleagues and with academic staff. At the end of your period of study, you will present your thesis for examination and be given an oral examination on it.

We regard the support of the supervisor as crucial in assisting you to complete your programme of study successfully and within the permitted length of time. However, it is also important to remember that, whatever the

discipline, a research degree is an opportunity to carry out an independent and original piece of work. Supervisors can offer advice and guidance, but they will not tell you exactly what to read or how to design and carry out work on your thesis.

Your supervisor should be acquainted with procedures and regulations of writing and defending your thesis. It is expected that a supervisor and a student meet at regular intervals so that the supervisor may advise and inform about the development of the research project. He establishes a stimulating research environment, gives advice on the choice of project and planning, ensures that appropriate facilities are available, provides training in research, consults the postgraduate, continuously monitors progress and provides structured feedback. Usually a supervisor remains aware of the student's situation and needs.

Golden rules on how to approach your supervisor

1. Always leave a meeting with your research supervisor having agreed a date for the next one.
2. Do not become romantically involved with your supervisor.
3. Don't be too independent – you need to conform, too.
4. Discuss frequency of meetings with your supervisor at the beginning.
5. If anything is interfering with your work, let your supervisors know.
6. Establish exactly what is being criticized and how to put it right.
7. Ask direct but positively constructed questions.
8. Tell your supervisor what you are discovering as you are discovering it.

> ***Below you will find different opinions of postgraduate students on supervision. Is research supervisor a boss, or a colleague, or a friend? What is your idea of an ideal supervisor? What do you prefer: to have a supervisor who is the name in his field, has plenty of ideas, which he is eager to share with you, or a supervisor who knows not much about your subject, but let you make the research independently?***

A. I found that my supervisor's advice on reading particularly related to geographical theory and methodologies was extremely good. While researching he gave me plenty of encouragement which really boosted my confidence. Once I started to write I found that he read what I gave him fairly promptly and his comments were very pertinent, enabling me to work through my ideas more logically. He has always made time in a busy schedule to discuss any problems. More than this, he went out of his way to be helpful

when I was unwell. I have greatly appreciated the time and effort he has put into helping me and also for his encouragement and support throughout the four years I have been in the School. Although I could have felt somewhat isolated because my topic has few connections with other postgraduate research being undertaken, this has been minimised by the good working relationship which has been established with my supervisor.

(final year PhD student)

B. My experience has been that this School is a good place to do research on economic geography, because of the high level of staff expertise and their reputation and influence, which extend far beyond the U.K. Both of my supervisors have been helpful, available to answer questions, and interested in my work. I have found a joint supervision arrangement to be especially beneficial to my work, given its holistic and innovative approach, and in my opinion the School's openness to joint supervision is a real strength.

(PhD third year student)

Discuss with your groupmates the issue of a good supervisor. You may use the expressions below.

Appropriate supervisor, experienced in the field of your research interests, to guide and advise you throughout your period of study, the responsibilities are shared between student and supervisor, crucial support, to design and carry out work on your thesis, procedures and regulations of writing and defending your thesis, to establish a stimulating research environment, to provide training in research, to continuously monitor progress, to provide structured feedback, to remain aware of the student's situation and needs, to give plenty of encouragement, to boost one's confidence, pertinent comments, to appreciate the time and effort, encouragement and support, high level of staff expertise, reputation and influence, to be especially beneficial, holistic and innovative approach.

Usually your supervisor is a famous scholar and an expert in some field, he may have discovered an interesting phenomenon or law. Try to find out about his scientific interests, his dissertation, and research. This will help you establish better working environment. You may use biographies of Nobel Prize winner Joseph E. Stiglitz and Professor Eglit, as models for describing expertise, research and academic career of your supervisor.

Profile: Joseph E. Stiglitz

Joseph E. Stiglitz was born in Gary, Indiana in 1943. A graduate of Amherst College, he received his PHD in 1967, became a full professor at Yale in 1970, and in 1979 was awarded the John Bates Clark Award, given biennially by the American Economic Association to the economist under 40 who has made the most significant contribution to the field. He has taught at Princeton, Stanford, at Columbia University in New York, and was a fellow of All Souls College, Oxford. In 2001, he was awarded the Nobel Prize in economics.

He was a member of the Council of Economic Advisers from 1993–1995, during the Clinton administration, and served as CEA chairman from 1995–1997. He then became Chief Economist and Senior Vice-President of the World Bank from 1997–2000.

Stiglitz helped create a new branch of economics, "The Economics of Information," exploring the consequences of information asymmetries and pioneering such pivotal concepts as adverse selection and moral hazard, which have now become standard tools not only of theorists, but of policy analysts. He has made major contributions to macroeconomics and monetary theory, to trade theory and public and corporate finance, to the theories of industrial organization and rural organization, and to the theories of welfare economics and of income and wealth distribution. In the 1980s, he helped revive interest in the economics of R&D.

His work has helped explain the circumstances in which markets do not work well, and how selective government intervention can improve their performance.

Recognized around the world as a leading economic educator, he has written textbooks that have been translated into more than a dozen languages. He founded one of the leading economics journals, *The Journal of Economic Perspectives*. He has recently come out with a new book, *The Roaring Nineties*. His book *Globalization and Its Discontents* has been translated into 28 languages and is an international bestseller.

Profile: Howard C. Eglit, Professor of Law

Professor Eglit's scholarly interests are in the areas of law and aging. He works in the fields of employment discrimination, constitutional law, and remedies. He has authored and co-authored numerous journal articles and several books, including a three-volume treatise entitled *Age Discrimination* (Florida University Press 2004).

Professor Eglit holds a bachelor's degree from the University of Michigan and a law degree from the University of Chicago. Prior to joining the Chicago-Kent faculty, Professor Eglit served in several capacities, including counsel to the

United States House of Representatives Judiciary Committee and legal director of the Illinois Division of the American Civil Liberties Union.

He teaches undergraduate and graduate courses in Constitutional law to students from foreign legal backgrounds. Professor Eglit was a visiting professor at the University of Chicago Law School in 2003 and at the Free University of Amsterdam in 1998. He has received fellowships from the Olin Foundation (for work on treaties and constitutional law) and the Rockefeller Foundation (for a book on the effects of globalization on American constitutional law).

Professor Eglit has served on numerous boards and chaired the Highland Park Historic Preservation Commission. He is a member of the advisory committee for the Buehler Center on Aging, McGaw Medical Center, Northwestern University. He served as general Counsel of the U.S. Senate Judiciary Committee, where he advised on constitutional issues and judicial nominations.

Reproduce the information about a research supervisor making use of the topical vocabulary.

Научный руководитель. Кто он?

Для того чтобы не растеряться в огромном количестве информации, у каждого аспиранта есть научный руководитель – опытный педагог и ученый, который может помочь определиться с темой, выбрать методики исследования, дать советы по организации эксперимента, а возможно, порекомендовать некоторую необходимую литературу. Однако научный руководитель лишь направляет аспиранта, помогает ему сориентироваться, но не делает работу за него.

Итак, научный руководитель – это тот, кто должен осуществлять руководство научной деятельностью аспиранта с высоты своего опыта, помогать ему двигаться к намеченной цели. Обычно им становится доктор наук (причем тех же наук, ученую степень на соискание которых собирается получить аспирант). Но в некоторых случаях (которых немало) им может быть и кандидат наук.

Научных руководителей может быть и два, особенно если диссертация защищается по двум специальностям, как сейчас модно. Помимо научного руководителя у аспиранта может быть и научный консультант.

Научные руководители утверждаются ученым советом вуза в самом начале обучения в аспирантуре вместе с темой диссертации.

Существуют два типа научных руководителей.

Первый тип наиболее удобен для аспиранта – такой научный руководитель во всем помогает своему подопечному: проверяет данные его эксперимента, помогает их интерпретировать, находит для него возможности публиковаться, правит статьи, советует, как сформулировать цель, задачи, гипотезу исследования и т. д. Аспиранту, имеющему такого научного руководителя, живется легче, но при этом от него требуется и меньше творчества. В результате такой аспирант может так и не приобрести навыков самостоятельных занятий научной работой.

Второй тип научных руководителей можно назвать ленивыми – они не удосуживаются даже почитать материалы диссертации, отделываются от своего ученика общими советами. Аспирантам с таким научным руководителем очень трудно, особенно на начальном этапе обучения, но в дальнейшем, если такому аспиранту все же удастся написать и защитить диссертацию, он будет являть собой тип сформированного научного работника.

Лучше, конечно, если ваш научный руководитель представляет собой нечто среднее между двумя крайними типами, описанными выше.

Write an essay on the topics suggested below:

- your idea of a good supervisor
- your experience working with the supervisor

Progress Questions

1. What is the educational background of your research advisor?
2. What is the field of his/her research?
3. What were the main findings in his doctoral research?
4. When did he finish his research to obtain the degree of Doctor of Sciences?
5. As an assistant professor/full professor of the BSU, is he/she invited to go to other universities in Belarus and abroad to deliver his lectures?
6. Is he/she known for his/her research only in Belarus or any other foreign countries? Which ones?
7. Does he/she often go to the international scientific conferences?
8. How many post-graduate students and future doctors of sciences are supervised today by him/her ?
9. How many scientific articles, monograph books, etc. has your research advisor published?
10. What are the main books/articles of your scientific advisor?
11. Did your scientific advisor get any prizes or awards for his/her research?
12. In what way does your research advisor assist you in your research?

13. Are you planning to publish any joint articles or take part in any conference(s) together?
14. What would you like to copy from the professional style of your advisor? What traits of his character would you like to develop in yourself?

In Focus

Describing change

Verbs	Examples
to modify to transform to convert to fluctuate to adopt to amend	The researcher decided *to modify* the course of the experiment. Literacy *transformed* millions of people's lives. Some European mid-sized factories are *converting* now to using solar power. The exchange rate between the euro and the dollar has *fluctuated* recently. Most employees became dependent on large corporations and had *to adopt* to new social environments. The company's lawyers *amended* the contract to take account of new situations.

Grammar Review: Modal Verbs and Their Equivalents

Step 1. ***Translation tips:***

1. He may/might/could be translating the article.
   Возможно, он сейчас переводит статью.
2. The supervisor <u>must</u> be satisfied with the result.
   <u>По всей вероятности (должно быть)</u> научный руководитель доволен результатом.
3. That <u>can't be</u> Professor Brown, he is in Italy now.
   <u>Не может быть</u>, что это профессор Браун, он сейчас в Италии.
4. Your colleague <u>is bound</u> to raise this question if he goes to that conference.
   Твой коллега <u>непременно</u> поднимет этот вопрос, если поедет на ту конференцию.
5. Postgraduates <u>must not</u> use inaccurate data in their research.
   Аспирантам <u>нельзя</u> использовать неточные данные в своих исследованиях.
6. This article <u>does not have to</u> be referred to.
   На эту статью необязательно ссылаться.

7. The participants of the conference could come to a certain decision.
   Участники конференции могли прийти к определенному решению.
   The participants of the conference were able to come to a certain decision.
   Участники конференции смогли прийти к определенному решению.
8. The student may/must/can't have read the book.
   Возможно,/Должно быть,/Не может быть, что студент прочел эту книгу.
9. The opponent was to have come, but he didn't.
   Оппонент должен был приехать, но не смог.
10. The students should have been more active at the seminars.
    Студентам следовало быть более активными на семинарах.
11. He didn't need to wait for the director, the application was signed by the secretary.
    Ему не нужно было ждать директора, заявление подписал секретарь.
    He needn't have waited for the director, the application could be signed by the secretary.
    Ему не нужно было ждать директора, заявление мог бы подписать секретарь.

Step 2. ***Translate into Russian.***

1. The members of the dissertation committee do not necessarily have to be from the student's own university.
2. In the view of supervisors, their supervision should be able to contribute to the advancement of scientific knowledge through creating effective learning/research situations.
3. It is possible that your supervisor may be unaware of your concerns.
4. One of the requirements is that your papers are to adhere to the form and style of the journal.
5. One must also be able to effectively communicate his thoughts, ideas and research findings to others in the form of reports, articles, essays, multimedia presentations.
6. Higher education institutions should be more pro-active in providing postgraduates with the opportunity to develop the core competencies they need to succeed in a competitive job market.
7. The student may not have thought of this way before.
8. The article should have been subjected to a thorough review process by experts to determine its reliability and accuracy.
9. Persistence is necessary if creativity in science is to be recognized by others.

10. The opponent might not have understood what you meant.
11. You'd better apply for more than one job.
12. The experiment ought to have been carried out before.
13. One shouldn't immediately ask an interviewer about job benefits.
14. No member of the association shall remove official documents from these premises without written permission.
15. Members of the first scientific society must have been interested in science and often made predictions about future developments of science.

Step 3. ***Translate into English.***

1. Решение, возможно, будет объявлено на следующей неделе.
2. По прибытии студентам следует зарегистрироваться в административном здании.
3. Многие университеты могут оставаться достаточно гибкими в своих подходах к исследованиям.
4. Иногда могут потребоваться годы, чтобы большинство ученых приняло новые идеи.
5. Человек может быть экспертом в одной или более областях знаний.
6. Руководителю следовало бы знать пределы своей ответственности за результат.
7. Студенту придется выполнять работу и брать инициативу в свои руки по планированию проекта и его реализации.
8. Возможно, твои коллеги-аспиранты столкнулись с аналогичными трудностями при устройстве на работу.
9. Страна никогда не может стать одним из главных игроков на экономическом поле, пока не улучшит свою инфраструктуру.
10. По всей вероятности аспирант изучил огромное количество источников, прежде чем пришел к такому выводу.
11. Может, важно выявить ошибки в том, как записываются данные.
12. Помните, что вам следует написать серьезную академическую работу, которая должна внести определенный вклад в изучаемую область знаний.
13. Вам следовало бы чаще обращаться к научному руководителю за советом.
14. Необязательно было делать три копии статьи.
15. Любой аспирант непременно добьется хороших результатов, если будет усердно работать.

Reports from around the world

Terrorism

I. Read the article. Comment on the meaning of the highlighted words and expressions; summarize the text.

Top al Qaeda operative killed in Somalia, officials say

By **the CNN Wire Staff**

A top al Qaeda operative in East Africa, Fazul Abdullah Mohammed, was killed at a Somali checkpoint in Mogadishu, Kenyan and U.S. officials told CNN Saturday.

Mohammed, a citizen of both Kenya and Comoros, **was long sought** in Somalia for his alleged role in the 1998 **bombings** of U.S. embassies in Kenya and Tanzania.

U.S. Secretary of State Hillary Clinton called Mohammed's death "a **significant blow to al Qaeda**, its **extremist allies** and its operations in East Africa."

"It is a just end for a terrorist who **brought** so much **death and pain** to so many **innocents** in Nairobi, Dar es Salaam and elsewhere – Tanzanians, Kenyans, Somalis, others in the region and our own embassy personnel," she said.

Somalia's information minister, Abdirahman Omar Osman, confirmed Saturday to CNN that Mohammed was one of the dead, calling it a "huge success" for his country's **security forces**.

But Osman said despite the success, Somalia needs "the **support of the international community** to beat Al-Shabab," referring to an al Qaeda-linked group that controls large parts of the country.

The United States considers Mohammed a **senior al Qaeda operative** in East Africa, accusing him of being an architect of the embassy bombings that killed 225 people.

American officials also believe Mohammed **was involved in attacks** on an Israeli-owned hotel and airliner in Kenya in 2002, and have offered a reward of up to $5 million for information leading to his apprehension or conviction.

U.S. President Barack Obama's adviser on national security issued a statement Saturday calling Mohammed's death "another huge setback to al Qaeda and its extremist allies."

John Brennan added that the death "provides a **measure of justice** to so many who lost loved ones because of the actions of this terrorist."

II. Read the text. Extract the topical vocabulary.

Throughout human history, there have been many threats to the security of nations. These threats have brought about large-scale losses of life, the destruction of property, widespread illness and injury, the displacement of large numbers of people, and devastating economic loss.

Terrorism is the use of force or violence against persons or property in violation of the criminal laws for purposes of intimidation, coercion, or ransom.

Terrorists often use threats to create fear among the public; try to convince citizens that their government is powerless to prevent terrorism; get immediate publicity for their causes.

Acts of terrorism include threats of terrorism; assassinations; kidnappings; hijackings; bomb scares and bombings; cyber attacks (computer-based); and the use of chemical, biological, nuclear and radiological weapons.

High-risk targets for acts of terrorism include military and civilian government facilities, international airports, large cities, and high-profile landmarks. Terrorists might also target large public gatherings, water and food supplies, utilities, and corporate centers. Further, terrorists are capable of spreading fear by sending explosives or chemical and biological agents through the mail.

(from Wikipedia, the free encyclopedia)

III. Render into English.

Следственный комитет заявил, что теракт в Домодедово раскрыт

Следственный комитет России, возглавляемый Александром Бастрыкиным, совместно с оперативными сотрудниками ФСБ[1] и МВД[2] объявили о раскрытии теракта, совершенного 24 января 2011 года в аэропорту «Домодедово». «Смертником оказался уроженец одной из республик Северного Кавказа», – заявил прессе официальный представитель Следственного комитета Владимир Маркин.	**committee of inquiry** **operatives** **uncover** **committed** **suicide bomber** **native**
При этом он не стал раскрывать имя террориста. «Несмотря на то что следствию известно его имя, мы сегодня не будем его называть в силу определенных обстоятельств. В настоящий момент идут следственные и розыскные мероприятия, направлены на установление и задержание организаторов и пособников этого террористического акта», – пояснил Маркин. Он особо подчеркнул, что теракт был	**disclose** **investigation** **investigative** **search** **identification and detention**

совершен <u>не случайно</u> в зале прилетов международных рейсов. <u>По версии следствия</u>, теракт был направлен в первую очередь на иностранных граждан («Теракт раскрыт?»).	**incidentally** **according to the investigation**

Notes:

[1] ФСБ – Federal Security Service of Russia.
[2] МВД – Ministry of Internal Affairs.

IV. Scan the article. Formulate the key ideas expressed by the author.

CONTAINING TERROR

Like communism during the Cold War, terrorism is a social movement that must be held in check

By Philip Mudd (served as a top terrorism analyst for both the FBI[1] *and the CIA*[2]*; he left the government in March and is now a senior research fellow at the New America Foundation).*

The spike of alleged terrorist plots in this country over the past year seems confusing. Law-enforcement officers have arrested independent plotters in places like Texas and Illinois; a Qaeda-trained individual in Denver; an American involved in the horrific attacks in Mumbai; and now, a young man who planned mass killings in Times Square.

These incidents may seem episodic and detached, particularly if we look at them as separate operations by individuals who may have had some vague connection to Al Qaeda. They make more sense, however, if we understand them as offshoots of a revolution that Al Qaeda aimed to inspire 20 years ago. Like communism during the Cold War, this is an ideology to be contained, not defeated.

The view of our adversaries is simple. To them, we are the pillar upholding "corrupt" regimes in the Muslim world, and they believe that if we're put under enough pressure, we'll cut and run. We left Lebanon. We left Somalia. In their minds, we'll retreat again and again – if they can put the pressure on.

The question Al Qaeda faced before 9/11 was how to increase that pressure. How could a relatively small, stateless organization really take on an adversary as powerful as the United States? It couldn't – and can't – at least not alone. The answer is ideology. Al Qaeda wants to spread its revolutionary ideology so the pressure increases everywhere. A thousand points of terror, in locations as far afield as the Philippines and Philadelphia – people who think and act like Al Qaeda even if they've never been a part of the organization. So

what was once a fairly centralized, active terror organization is now more significant as an inspiration and a movement.

We can see at least three threads of the revolution now: people linked directly to Al Qaeda, like the plotters with backpack bombs in London's subways in 2005; people who join affiliated groups, like the outfit that attacked hotels in Mumbai; and self-recruited individuals. Many Americans thought we were somehow immune to this: Muslims in Europe might get radicalized, but not here in the American melting pot. Such rosy thinking is foolish. This is the age of globalization, in terror as in other things. Chinese economic decisions affect our businesses. But Qaeda ideology, distributed over the Internet by English-speaking clerics, won’t reach us?

Still, there’s cause for optimism. The leaders of this revolution have increasingly faced tough questions about the murders they commit, even from people who share their anger and frustration. (None other than Ayman al-Zawahiri, Al Qaeda’s No. 2, felt compelled to defend himself in an Internet interview in 2008, when he got a question from Algeria about how Al Qaeda justifies killing so many innocents.) Our goal should be to magnify this growing disillusionment. If we overreact to plots and attacks, we risk playing into Al Qaeda’s hands. But we also can't forget the lessons of 9/11 and drop our guard.

(*From* “*Newsweek*”)

Notes:

[1] FBI – Federal Bureau of Investigation.
[2] CIA – Central Intelligence Agency.

SectioN – IV

ATTENDING A CONFERENCE

TOPIC RELATED VOCABULARY

conference – конференция
to hold a ~ – проводить конференцию
to organize ~ – организовать конференцию
to host ~ – быть принимающей стороной (устроителем) конференции
to sponsor ~ – спонсировать конференцию
to take part (participate) in ~ – принимать участие в конференции
annual ~ – ежегодная конференция
regular ~ – очередная конференция
forthcoming ~ – предстоящая конференция
participant/attendee – участник конференции
to run under auspices – проходить под эгидой (при содействии)
organizing committee – организационный комитет
to set up an ~ – учредить организационный комитет
preliminary announcement (Br.)/**call for papers** (Am.) – информационное письмо
report – доклад
to deliver/present a ~ – выступить с докладом
abstract (s) of the ~ – тезисы доклада
style guidelines – требования к оформлению тезисов
paper(s) – научная работа(ы), доклад(ы)
contributed ~ – доклады по инициативе участников
invited ~ – доклады по приглашению
poster ~ – стендовые доклады
review ~ – обзорные доклады
agenda – повестка дня
tentative/provisional ~ – предварительная повестка дня
on the ~ – на повестке дня
~ items – пункты повестки

letter/notification of acceptance or rejection – уведомление о принятии (доклада) или отказа
registration – регистрация участников конференции
~ fee – взнос участника
location and hours of – время и место регистрации
opening/welcoming address – вступительное слово
working language – рабочий язык
simultaneous translation – синхронный перевод
to take the floor – выступить, взять слово
speaker – докладчик
plenary session – пленарное заседание
workshops – секционные заседания/мастерская/семинар
discussion – обсуждение
panel ~s – обсуждение докладов специалистами
round-table ~ – обсуждение за круглым столом
peer- ~ – коллегиальное обсуждение
issue/problem under ~ – обсуждаемая проблема
to exchange opinions (on) – обменяться мнениями
to talk shop – говорить на профессиональные темы
social program(me) – культурная программа
to arrange a visit – организовать визит
to fix the date – установить дату
to close a conference – закрыть работу конференции
final sitting/session – заключительное заседание
closing speech – заключительное слово
conference proceedings – сборник трудов конференции

Academic Conference

Conference as a form of organization of scientific activity has been known for many centuries. The first historically recorded conference was in 416 BC in Greece.

A conference is a meeting of people that “confer” about a topic. An academic conference is a conference for researchers to present and discuss their work. Together with academic or scientific journals, conferences provide an important channel for exchange of information between researchers.

Conferences are usually organized either by a scientific society or by a group of researchers with a common interest.

The meeting is announced by way of a "Call For Papers" or a "Call For Abstracts", which lists the meeting's topics and tells prospective presenters how to submit their abstracts or papers. A call for papers (CfP) is a method used for collecting articles or conference presentations. A CfP usually is sent to interested parties, describing the broad theme, the occasion for the CfP, formalities such as what kind of abstract (summary) has to be submitted to whom and a deadline. Prospective presenters are usually asked to submit a short abstract of their presentation, which will be reviewed before the presentation is accepted for the meeting. (An abstract is a brief summary of a research article, thesis, review, or any in-depth analysis of a particular subject or discipline, and is often used to help the reader quickly ascertain the paper's purpose).

Generally, work at the conference is presented in the form of short, concise presentations lasting about 10 to 30 minutes, usually including discussion. The work may be published in the conference proceedings, the latter being the collection of academic papers that are published in the context of an academic conference. They are usually distributed as printed books after the conference has closed. Proceedings contain the contributions made by researchers at the conference. They are the written record of the work that is presented to fellow researchers.

Often there are one or more keynote speakers (usually scholars of some standing), presenting a lecture that lasts an hour or so, and which is likely to be advertised before the conference. Panel discussions, roundtables on various issues, workshops may be part of the conference.

A large meeting will usually be called a conference, while a smaller is termed a workshop. They might be single track or multiple track, where the former has only one session at a time, while a multiple track meeting has several parallel sessions with speakers in separate rooms speaking at the same time.

Conference activity forms an important part of the career of any academic; for postgraduates it is an important way of participating in academic debate, and "showcasing" their own work. Conference is a way of raising their individual profiles, and a springboard for future publications. "Conference culture" acquisition suggests the development of communication and oral presentation skills of postgraduates, abilities of delivering material in a public forum and defending their ideas.

As you know, before a conference the so-called "Preliminary Announcement" is sent to all the establishments concerned. Here is one of them.

The Management and Technology Conference will be held at the Doubletree at the University of Orlando, Florida, USA, on December 8 – 10, 2011.

This conference will focus on all the major areas of business, management and technology. Submitted papers will be peer-reviewed and carefully evaluated based on originality, technical soundness, significance and clarity of thought. Papers should not exceed 10 pages in length (letter size, 11 point type). A style guide can be found here.

Paper submission:

E-mail your abstract or paper to us at editors@triof.org. Please remove the names of all authors and institutions from the paper but include them separately in the same e-mail. Papers should be submitted in RTF, Microsoft Word or Word Perfect Format. We will e-mail you with a notification of acceptance or rejection within three weeks. If your manuscript is accepted, you will receive a letter of acceptance, registration form, and paper style guidelines by regular mail. If you wish to attend without submitting a paper only a registration form will be needed or you may register **online** here.

Authors will have approximately 20 minutes to present their papers. Registration at the conference will entitle the participant to admission to all presentations and workshops, and to receive a copy of the conference program and CD proceedings. **The conference fee is per person and must be received by October 30, 2011 to assure conference participation**. If your conference fee will be late please contact us in advance so we can make suitable arrangements. **To register online click** here.

All selected papers will be published in the conference proceedings and best papers presented will be eligible for inclusion in either the *Management& Business Review* or the *Journal of the Internet and Information Technology*.

Please direct all correspondence to the attention of:
The editors
IMT Conference
PO Box 973073
Miami, FL 33197
Tel (305)971-2312
Fax (305)971-8517
E-mail: editors@triof.org
Dr. Chris Rose. – Conference Chair

Try to render the preliminary announcement sent out by the BSU Research Department to all the establishments concerned announcing the forthcoming conference:

БЕЛОРУССКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

Информационное письмо
о проведении
Республиканской научно-методической конференции

«ИНФОРМАЦИОННО-МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ КОНТРОЛИРУЕМОЙ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ УНИВЕРСИТЕТА»

Оргкомитет приглашает Вас принять участие в работе Республиканской научно-методической конференции, которая состоится **20–21 октября 2011 г**. на базе Белорусского государственного университета.

ОРГАНИЗАЦИОННЫЙ КОМИТЕТ КОНФЕРЕНЦИИ

Председатель: В. В. Иванов, первый проректор БГУ.
Заместители председателя: С. В. Петров, проректор БГУ, декан факультета прикладной математики.
Координатор: П. И. Сергеев, начальник отдела социально-педагогического проектирования БГУ.
Ответственный секретарь: Д. А. Орлов, методист высшей категории БГУ.

ПРОБЛЕМНО-ТЕМАТИЧЕСКОЕ ПОЛЕ КОНФЕРЕНЦИИ

- Информационные технологии в контроле и оценке результатов обучения студентов.
- Место и роль информационных технологий в обеспечении контролируемой и/или управляемой самостоятельной работы студентов (КСРС и УСРС) университета.
- КСР в учебном процессе университета: место, функция, виды.

ТРЕБОВАНИЯ К ОФОРМЛЕНИЮ МАТЕРИАЛОВ

По результатам конференции будет издан сборник материалов.
Подаваемые материалы должны отвечать следующим требованиям:

1. Объем материала – 3 стр.
2. Шрифт – Times New Roman; размер – 12.
3. Интервал – одинарный.
4. Поля – по 2 см с каждой стороны.

Материалы для публикации вместе с заявкой на участие в конференции предоставляются в электронном и обязательно в печатном виде до 26 сентября 2011 г.

Оргкомитет конференции оставляет за собой право отклонять материалы, не соответствующие целям конференции.
Все расходы на участие в конференции несут командирующие организации.

Прием заявок и материалов (в печатном и электронном виде) осуществляется: по почте на адрес: БГУ, пр. Независимости, 4, 220030, г. Минск; и на E-mail: edc@bsu.by с пометкой «Конф Информатизация КСРС».

По всем вопросам, связанным с участием в конференции, ее программой и т. д., можно обращаться к координатору конференции Сергееву Петру Ивановичу (к. 726).

Телефон для контактов: 209 59 65.

Once you have made up your mind to participate in a conference you are to fill in the application form. Study it in Russian and then render into English.

Заявка на участие

в Республиканской научно-методической конференции
«Информационно-методическое обеспечение контролируемой самостоятельной работы студентов университета»

1. Информация об участнике.
   Фамилия, имя, отчество
   Вуз
   Факультет
   Кафедра
   Должность, ученое звание, ученая степень
   Телефон (с кодом)
   Персональный адрес электронной почты (E-mail)
   Почтовый адрес для контактов (с индексом):
2. Форма участия. Отметьте, пожалуйста, форму Вашего участия в конференции.
   Выступление с докладом.
   Проведение педагогической мастерской с презентацией и обсуждением опыта работы по теме конференции.
   Презентация образовательного электронного пособия; учебника.
   Презентация учебно-методического пособия по теме конференции.
3. Тема доклада, название педагогической мастерской, презентации.
4. Забронировать ли Вам место в гостинице. Да Нет

Заявку и материалы для публикации в электронном и печатном виде необходимо отправить до 26 сентября 2011 г. по адресу:
Центр проблем развития образования БГУ, пр. Независимости, 4, 220030,
г. Минск и по E-mail: edc@bsu.by
Справки по тел.: +017 209 59 65.

In case of permanent contacts scientists exchange business correspondence and can send letters of invitation to each other.

September 20, 2011

Dear Sir,

On behalf of our Organizing Committee I have the pleasure of inviting you to attend and possibly present your paper at the International Conference on Sustainable Development which is to be held in London on November 12-15, 2011. We are sure that your participation will contribute much to the success of the Conference.

If you intend to submit a paper (an abstract of not more than 200 words), we should like to have it not later than November 4. Enclosed you will find requirements to abstracts. We will have published Conference proceedings volume by the end of this year. No conference fee is required for invited speakers. The cost of food and accommodation will also be borne by the host University. But much to our regret the Conference budget does not permit us to cover your travel expenses.

We are looking forward to your participation in the conference and would like to have a definite answer by the above-mentioned deadline. You will find Registration Form enclosed with the letter. Should the proposed dates be inconvenient for you inform us of possible changes.

Yours faithfully,
Prof. William Adams

***Being a conference attendee you are sure to fill in a registration form like that*:**

Conference Registration Form
(Please complete and e-mail)

First Name:	Last name:	
Institution:		
Email:		
Address:		
City:	State:	Zip code:
Country:	Tel.:	Fax:

Preferred day and time for presentation: (Please circle):
Wed. Dec 8. am pm Thur. Dec. 9. am pm Fri. Dec 10 am pm

Now think of the English version of a possible conference questionnaire; some points have been done for you.

имя/фамилия – …
дата рождения – …
гражданство – …
образование – …
место работы – …
занимаемая должность – position held
ученое звание – title
ученая степень – …

АНКЕТА УЧАСТНИКА
международной конференции студентов и аспирантов
«АКТУАЛЬНЫЕ ПРОБЛЕМЫ ПРАВОВЕДЕНИЯ:
ИСТОРИЯ И СОВРЕМЕННОСТЬ»,
посвященной 85-летию юридического факультета БГУ
(18–19 октября 2010 г., г. Минск)

1. Фамилия:
2. Имя:
3. Отчество:
4. Название тезисов:
5. В работе какой секции желаете принять участие:
6. Наименование вуза:
7. Факультет (с указанием почтового адреса, телефона и факса):
8. Сведения об участнике: Студент _______ курса Магистрант _______ года обучения Аспирант _______ года обучения
9. Домашний адрес (почтовый адрес, телефон, факс, e-mail):
10. Информация о научном руководителе:
11. Необходимость бронирования студенческого общежития (да/нет):
12. Сроки проживания:

One of the participants recorded the conference work. Here is a script of the welcoming speech by the conference Chairman.

Ladies and Gentlemen,

I've been privileged to declare the conference open. On behalf of the Organizing Committee and in my own name I welcome the guests and the participants of the conference. I consider it a great honour to speak today. I believe at this assembly you will be provided with an ample opportunity to exchange opinions and discuss scientific and organizational issues of mutual interest. Could there possibly be a better forum for discussing research issues.

My pleasant duty as a Chairman is to introduce to you our honorable guest Professor Flowers from Kingston University, England.

Now let we remind you of the conference agenda and explain briefly the work to be done. I ask those taking the floor to keep to the point, to avoid digression. The working language of the Conference is English, simultaneous translation into Russian has been arranged for users of the Russian language. I invite the speakers to be brief.

I wish you every success.

While taking part in the discussion the participants are supposed to make use of the following colloquial phrases:

I'm (particularly) interested in this problem.
I should (would) point out (emphasize) that …
I think (suppose, presume) that …
I believe that …
I must say that …
In my opinion …; as for me …; to my mind …
I hold (am of) the same opinion.
I could comment on the question.
If I understand you correctly …
If I am not mistaken …
That's right; exactly; quite so; quite right; quite true.
I (quite, fully, entirely) agree with you; I think so, too.
I can't but agree with you.
I don't think so; I don't agree; I disagree.
I can't agree with you.
I'm afraid, you are wrong there.
I doubt that …
It's unlikely that …

Will you allow me to take the floor, please.
I should (would) like to ask you …
I should (would) like to ask you a question …; I am going to ask you a question …
I have a question …
I have a question and a comment (a remark) to make.
I should (would) like to know …
Could you clarify your point of view?
What is your opinion on ..?
What in your opinion is the reason for ..?
Do I understand you correctly that ..?
Do you agree to that?
Do you consider that …?
Would you tell us how …?
I wonder why …

> ***Below you will find the text contributed by one of the former postgraduates who wanted to share his experience in attending a conference:***

You know, any scientific conference is an important event in the researcher's life, especially in post-graduate student's activity. It provides an opportunity for exchanging opinions with more experienced colleagues and gives impetus to valuable discussions.

I've taken part in several conferences, both as an organizer and as a participant. But now I'd like to dwell upon my first experience in attending an international conference of young researchers held under the auspices of the BSU. The initiative to convene the conference belonged to the University Academic Council. Thus, an organizing committee was formed which sent the so-called "Preliminary Announcement" to all the establishments concerned with a view of supplying potential participants with general information about the conference. From the announcement I learnt such important things as the main programme of the conference, orders of plenary sessions, rules for scientific contributions, requirements to submitted abstracts, information about registration fees, hotel reservations, etc. It was very important for me as a post-graduate student that the abstract would be published in Conference Proceedings.

I immediately filled in the preliminary application form and mailed it without delay. After that I was to submit a short abstract of my paper (one printed page) before the deadline.

Finally, my abstract was accepted and I started preparing my report.

I will never forget the first conference day. The conference started at 9 a. m. with the registration of attendees. Before the plenary session I had some time to get acquainted with other participants, to look through the latest information, to buy some booklets about the conference work. I was particularly interested in the workshop on criminalistics, since it is my special field. There were more than twenty scientific contributions to our workshop, all of them being on topical problems of criminalistics and applied sciences. According to the workshop schedule I was the last to speak. All the reports were followed by discussions, mine wasn't an exception. I was asked several questions and did my best to answer all of them. I spoke without even looking into my notes and tried to make my reasoning very clear.

I also attended a poster session and found it of particular interest because I managed to study numerous texts of the papers supplied with diagrams, drawings, schemes and photographs.

The final session with review papers was truly rewarding for it summarized all that had been going on not only at the conference but also in the field of law for the past twelve months.

In conclusion, I'd like to say that I liked a specific atmosphere of the conference characteristic of any scientific meeting: groups of delegates discussing something, the sight of prominent scholars surrounded by their followers, talks, smiles, greetings, exchange of opinions.

Check the knowledge of the topical vocabulary identifying English equivalents for the following Russian ones:

получить приглашение
участвовать в конференции
поделиться опытом
под эгидой
быть устроителем конференции
заинтересованные учреждения
информационное письмо
пленарное заседание
секционная работа
рабочий язык конференции
организационный взнос
тезисы доклада
сделать сообщение
обсуждение за круглым столом
стендовые доклады

культурная программа
подводить итоги работы конференции
заключительная речь

Translate the sentences from Russian into English and try to use them while speaking about your personal experience in attending a conference.

1. Международная научно-практическая конференция по правовому обеспечению создания свободных экономических зон пройдет в Белорусском государственном экономическом университете в мае 2011 г.
2. Принимающей стороной конференции выступит БГЭУ.
3. Организационный комитет уже разослал информационное письмо всем заинтересованным учреждениям.
4. Информационное письмо содержит сведения о примерной программе конференции, дате и месте проведения, требованиях, предъявляемых к оформлению тезисов, условиях оплаты расходов на проезд и проживание.
5. Как правило, принимающая сторона предоставляет участникам конференции жилье по минимально возможной цене, но не покрывает расходы на проезд.
6. По окончании работы конференции печатаются тезисы докладов.
7. На пленарное заседание выносятся наиболее значимые доклады приглашенных участников, присланные сообщения заслушиваются на секциях. За докладами следуют прения, вопросы.
8. Докладчику необходимо придерживаться регламента, поскольку на доклад предоставляется не более десяти минут.
9. Сегодня большой популярностью пользуются так называемые стендовые доклады.
10. Любая конференция предоставляет возможность обменяться мнениями по актуальным научным проблемам, доложить о полученных результатах.
11. Молодому ученому очень полезно участвовать в обсуждениях научных проблем за круглым столом, высказывать свою точку зрения, поддерживать либо выступать в роли оппонента выступающего.
12. Участникам конференции предлагается разнообразная культурная программа: организуются встречи, экскурсии, посещения достопримечательностей города.
13. По окончании работы конференции проходит завершающее заседание, где с заключительной речью выступает председательствующий и подводятся итоги работы.

Speak on the latest conference you have attended according to the plan:

- preliminary announcement;
- conference status;
- host of the conference;
- conference sponsors;
- number of participants;
- registration fee;
- accommodation provided;
- problem field of the conference;
- conference agenda;
- ways of presenting one's reports, abstracts;
- plenary session; workshops;
- conference proceedings.

Exchange opinions with your fellow students on the following issues:

- role of conferences in young researchers' lives;
- functions of an organizing committee;
- requirements to submitted abstracts and papers;
- your personal experience in attending conferences;
- your first report delivered at a conference.

Progress Questions

1. What is an academic conference? Who usually organizes/convenes academic conferences?
2. How do prospective participants get to know about the conference?
3. What information does a preliminary announcement contain?
4. Who is the preliminary announcement usually sent to?
5. What is the routine conference agenda? How is the work of the conference organized?
6. What is an abstract? What is the procedure of presenting abstracts or papers to the conference?
7. What are conference proceedings? When are they published and distributed?
8. What is the role of academic conferences in the activity of a young researcher?

9. Have you ever participated in a conference? What kind of conference was it?
10. What workshops did you attend? Did you make a presentation?
11. Was your abstract published in the conference proceedings?
12. What was your impression of the conference? What experience did you gain?

In Focus

Expressing difference

Phrases	Examples
oppose to … differ from … (in) contrast with … (in) distinguish between	1. Critics *opposed to* D. H. Lawrence attacked his novels on various grounds. 2. The meaning of many academic words *differs from* specific meanings they have *in* various disciplines where they are used. 3. Academic life and study methods in the UK may *contrast with* what you have experienced in your country in many respects. 4. We should *distinguish between* different meanings of the term "faculty" used in US and UK university systems.
different from … (in) unlike … (in) dissimilar from … (in) opposite to … distinct from …	5. Your experience as a postgraduate student may be very *different from* your time as an undergraduate. 6. *Unlike* an old-fashioned rote learning modern education is based on stimulating creative thinking. 7. The researcher's approach is not *dissimilar* from the one applied in our investigation. 8. The results of the first experiment were *opposite to* those got from the repeat experiment. 9. Studying online is *distinct from* face-to-face study in using the Internet as the primary means of communication.

Grammar Review: Connectives

Step 1. ***Translate into Russian.***

1. Apart from lecture courses teaching is done mostly in laboratories or in tutorial groups. – Помимо …
2. Meanwhile, some of the local technical colleges had developed their courses to a higher level, and eight of these were given their own charters. – Тем временем …
3. So within three years the number of universities in England doubled. – Поэтому …
4. Yet an important difference remains. – Все же …
5. In particular, at the examination stage none of your examiners may have had the necessary understanding and competence to be able to bridge the disciplines and make a proper assessment of your research contribution. – В частности …
6. Thus, good communication is absolutely vital, if you are a student, make sure you know precisely what it is that is expected of you. – Таким образом …
7. Actually the length of a doctoral dissertation varies from discipline to discipline, it is usual to expect a manuscript of at least 250 pages. – В сущности …
8. The dynamics of this process becomes clearer as one works through the book. – … по мере того как …
9. Postgraduate study demonstrates the commitment of the individual as well as the specific skills they have honed during their studies and over 97 % postgraduates found employment within a year after graduating. – … так же как и …
10. Alternatively, in some areas such as fine art and design and the humanities, research work may be more individually based. – Или же …
11. In fact, this guide is designed to help you navigate the research voyage through developing a research question and thesis, doing the research, writing the paper, and correctly documenting your sources. – Фактически …
12. First of all, you should analyse your previous experience in study. – Прежде всего …
13. Finally, you should make up your mind on your future career. – Наконец …
14. In addition, higher education institutions should work closely with employers to provide better information, advice and guidance on career choices for postgraduate research students. – К тому же …

15. However, it is important to ask whether the way the postgraduate system is currently funded offers the best possible value for money and is flexible enough. – Однако …
16. At first, the proposal was viewed with suspicion but after much deliberation it was finally accepted. – Вначале …
17. Contrary to popular belief, statistics alone can not provide the answer. – В отличие от …
18. Therefore I feel that it is difficult to explain the discrepancy between the date. – Поэтому …

Addition:	also, moreover, in addition, besides, in addition to, as well as, etc.
Contrast:	however, nevertheless
Contrast and comparison:	on the other hand, by contrast, on the contrary, conversely, in spite of/despite, etc.
Result and conclusion:	thus, therefore, hence, consequently, etc.
Alternatives:	alternatively, otherwise, instead
Rephrasing and correcting:	in other words, or rather, at least
"Main point" linkers:	anyway, in any case, the thing is
"Extra point" linkers:	by the way, incidentally
Reality:	in fact, indeed, actually, as a matter of fact, etc.
Exemplification and summation:	for example, for instance, all in all, in short
Organisation and narrative linkers:	firstly, at first, finally, at last, etc.
Reason:	because of, as a result of, owing to/due to
Clarification:	namely, such as, including, especially

Step 2. ***Translate into English.***

1. Более того, программы постоянно обновляются, включают современные подходы обучения и выработки необходимых навыков.
2. В любом случае ваша задача в максимально короткие сроки представить результаты исследования.
3. В целом рекомендуется прикладывать к пакету документов любые свидетельства ваших достижений – дипломы, сертификаты и т. д.
4. Более того, любая кафедра заинтересована в том, чтобы аспиранты защищались в срок.
5. Помимо профессионального преподавания теоретических аспектов каждая из программ носит прикладной характер.

6. Аннотация представляет собой краткую характеристику статьи, тогда как реферат – краткое изложение содержания статьи или доклада.
7. Фактически многие учебные заведения предлагают программы подготовки поступления в магистратуру по специальным методикам.
8. К тому же магистерская степень повышает вашу значимость в глазах работодателя и является бесценным опытом в жизни.
9. Йельский университет известен своими достижениями в области гуманитарных наук, между тем он является и одним из ведущих научно-исследовательских центров США.
10. Во-вторых, точные формулировки повышают эффективность следующего этапа научной работы.
11. Однако аспирантура – это самостоятельная форма получения образования, цель которой – научиться заниматься научными исследованиями.
12. К тому же результаты, представленные в таблицах и схемах, в форме компьютерной презентации, помогают в восприятии информации.
13. Тем не менее наилучший результат достигается, когда периоды собственного творчества чередуются с периодами глубокого изучения темы.
14. Во-первых, в аспирантуру берут не всех, а только тех, кто достиг успехов в учебе, и, во-вторых, тех, кто ведет реальную научную работу.
15. И наконец, планировать свое участие в конференциях нужно заранее, т. к. сроки подачи тезисов обычно заканчиваются задолго до начала конференции.

Grammar Review: Sequence of Tenses. Reported Speech

Step 1. ***Tips:***

1. “Why can’t you work under pressure?”
   The first interviewer asked why she couldn’t work under pressure.
2. Does the job provide benefits?
   The applicant asked if the job provided benefits.
3. “Modern technology began with the development of power-driven machines and growth of the factory system.”
   It was mentioned that modern technology had begun with the development of power-driven machines and growth of the factory system.
4. “Did you fill in the application form?”
   The clerk asked if I had filled in the application form.

5. “The European Union has developed international scientific cooperation over the last years.”
   It was stressed that the European Union had developed international scientific cooperation over the last years.
6. “Think of another theme for your report.”
   The supervisor asked me to think of another theme for my report.

Step 2. ***Complete each sentence in reported speech, beginning as shown.***

1. “Indicate the ways in which you have used these data.”
   They were asked …
2. “To succeed in your master’s and doctoral studies is by no means the final product, as the landscape of postgraduate research changes all the time.”
   Professor Mouton says …
3. “Did the analyses of interviews begin with a detailed summary of what had been said?”
   The employer wanted to know …
4. “I have had some disasters but I have also learnt an immense amount from the graduate students I worked with.”
   My colleague concluded …
5. “A traditional course in social research methodology will not meet the needs of students concerning thesis requirements.”
   Professor Brown soon explained: …
6. “This is a type of individual study which indicates how well a student has learned to carry out research, think critically and organize information into clearly defined statements.”
   The supervisor underlined …
7. “It will lead to the explosive development of the Internet and its countless commercial applications.”
   It was stressed …
8. “Who wrote the application for you?”
   The interviewer asked …
9. “The degrees of master and doctor were for some time equivalent”.
   The lecturer said …
10. “The scientific revolution has brought new ideas, discoveries and inventions.”
    The reporter underlined …
11. “Can students be supervised in groups?”
    The student asked …
12. “Will curiosity-driven research be supported by public or private funds?”
    The postgraduate wondered …

13. “The main significance of the higher postgraduate degrees is that they license the holder to teach.”
The scientific adviser agreed …
14. “UK Universities and Research Councils will do more to identify and promote the economic and social value of postgraduate study.”
The authorities promised …
15. “Postgraduate students need the right support, advice, knowledge and skills to get the most from their postgraduate experience.”
It was reminded …

Step 3. ***Translate into English.***

1. Ему объяснили, что поступающие на учебу в аспирантуру проходят собеседование с предполагаемым научным руководителем.
2. Министр был удовлетворен тем, что университеты, в свою очередь, также наладили свои собственные зарубежные связи.
3. Было рекомендовано определенным научным учреждениям создать специализированные советы по защите кандидатских и докторских диссертаций.
4. Лектор обратил внимание студентов на то, что в процессе развития науки происходит постоянное обновление знаний, идей и концепций.
5. Им сказали, что лица, сдавшие кандидатские экзамены, освобождаются от соответствующих вступительных экзаменов.
6. Правительство заявило, что необходимо укреплять потенциал университетов в области подготовки научных кадров мирового уровня в исследовательской среде.
7. В статье отмечалось, что австралийский исследовательский совет обеспечивает финансирование 4650 исследовательских проектов по всей Австралии.
8. Все согласились, что формирование национальной инновационной системы является важнейшей задачей, неотъемлемой частью экономической политики государства.
9. Преподаватель поинтересовался, где он может пройти повышение квалификации.
10. Председатель Совета подчеркнул, что возможности для международного сотрудничества среди научного сообщества расширяются.
11. Докладчик особо отметил, что в истории человечества было создано и существовало довольно большое количество самых разнообразных картин мира.
12. Аспирант хотел знать, кто предложил два основных метода получения достоверной информации о природе и человеке.

13. Было упомянуто, что конференции молодых ученых, круглые столы, встречи с ведущими специалистами в различных отраслях науки являются традиционными в университете.
14. Автор подтвердил, что анализ и синтез играют важную роль в экспериментальном исследовании.
15. Ректор подчеркнул, что программа нацелена на привлечение молодых исследователей и финансирование расходов, связанных с обменом сотрудниками.

Reports from around the world

Democracy

I. Read the article. Comment on the meaning of the highlighted words and expressions; summarize the text.

Should top U.S. goal be democracy?

Editor's note: *Julian E. Zelizer is a professor of history and public affairs at Princeton University. He is the author of "Jimmy Carter," published by Times Books, and editor of a book assessing former President George W. Bush's administration, published by Princeton University Press.*

Princeton, New Jersey (CNN) – When the Egyptian people took to the streets of Cairo **to protest the oppressive government** of President Hosni Mubarak, they instantly challenged one of the most powerful strains of U.S. foreign policy thinking.

In American diplomatic circles, the "realists" have long argued that the U.S. must be primarily focused **on national self-interest**, rather than concentrating on trying to **promote democracy and human rights** in other countries.

They object to the style of idealism promoted by President Woodrow Wilson, who envisioned that war and diplomacy could transform international relations by establishing cooperation among nations, allowing for the self-determination of people and ending war for all time.

Nowhere has the power of realism been stronger than in U.S. Middle East policy. For many decades the U.S. has supported Arab governments whose behavior fundamentally **contradicts democratic ideals**. U.S. policymakers concluded that there were no other options.

It is impossible, they said, for democracy **to take root** in the Middle East given the history of the region. To protect strategic interests such as access to oil, they felt it essential **to make peace with bad rulers**.

Realism has been challenged on the left and the right. During the 1970s, the **human rights movement** pushed the U.S. to embrace the political and civil rights of others as a legitimate claim in U.S. foreign policy.

The realists have been highly skeptical about Egypt. They warn that revolution in Egypt could **open the door to Islamic fundamentalism**, as in Iran in 1979, and cost the U.S. and Israel one of their most loyal allies.

Should the Egyptians be able **to withstand the response** of the Mubarak government and be able to **establish a truly democratic and secular government**, the results would be dramatic. These turbulent weeks could be remembered in the same way the nation remembers the late 1980s and early 1990s, when conditions that seemed **inevitable** in the Soviet empire suddenly were not.

However, if Mubarak stifles the revolution, or fundamentalism takes hold, realists will, for a long time, point to Egypt as the prime example of why we cannot hope for much better than the status quo when it comes to the Middle East.

(*The opinions expressed in this commentary are solely those of Julian E. Zelizer*)

II. Render into English using the prompts.

Свержение Мубарака должно послужить «уроком» 5 другим государствам Ближневосточного региона и заставить их «ускорить давно откладываемые политические и экономические реформы». Мубарак всегда говорил, что выбирать приходится между ним и «[Мусульманским] братством», проводя политику, которая это пророчество претворяла в реальность.	**overthrow** **serve as a lesson to** **accelerate** **pursuing a policy** **prophesy** **materialized**
Соединенным Штатам известно, что демократия – процесс долгий, нестройный, беспокойный и местами даже хаотичный.	**disorderly** **turbulent chaotic**
«Самое важное теперь – выразить уверенность в будущем демократического Египта. Египтяне – не иранцы, и год сейчас не 1979-й. В Египте прочнее институты и глубже секуляризация. "[Мусульманское] братство", скорее всего, будет бороться за волеизъявление граждан на свободных и честных выборах. Что будет дальше – это зависит от египтян... Демократическая политика будет оспариваться с позиций радикального политического ислама... Турбулентность де-	**express confidence** **declaration of will** **challenged**

мократии предпочтительнее, чем фальшивая стабильность автократии. Соединенным Штатам следует поддерживать демократические силы – не потому, что те будут более дружественны по отношению к нам, а потому, что они будут более дружественны по отношению к собственному народу», – заключает К. Райс. (*Из «Вашингтон Пост»*)	**autocracy**

III. Scan the article. Extract the topical vocabulary. Formulate the key ideas expressed by the author.

Democracy – it's not for everyone

By H.D.S. Greenway

WINSTON CHURCHILL once said that democracy is the worst form of government except for all the other forms that have been tried from time to time. But Churchill was speaking from the mother of parliaments in 1947, in an age that had emerged from the fascist darkness only to see the iron curtain of Communism descending across Europe. India and Pakistan had just gained their freedom, but most of the other lands in what came to be called the Third World were still in the grip of European colonialism.

How has democracy fared in the decades since? It has thrived in Eastern Europe since the end of Soviet empire 20 years ago. It has served India well and Pakistan badly. In much of Africa democracy has provided a shell under which gangsters plunder and beggar their people.

Recently, a stolen election in Afghanistan has been a disaster for American hopes and policy. There will soon be another election in Iraq that will do little to heal that bitterly divided country.

George W. Bush and his neo-conservatives put a great deal of store in the transformational power of democracy. Overthrowing Saddam Hussein in Iraq, many naively believed, would transform the Middle East from the authoritarian rule of sheiks and emirs to a Western democracy that would be friendly to Israel.

Instead of the invasion of Iraq transforming the Middle East, the realities of the Middle East transformed Iraq. Democracy has not brought divergent Iraqi interests together, nor has it erased the divisions of ethnicity and tribe. And there seems little chance that Iraq will be opening an embassy in Tel Aviv any time soon.

Perhaps the best to be hoped for Iraq is that it emerges into something like Lebanon, a troubled land at best, driven with factions and prone to undue influence from other countries.

Jessica Stern, in her book “Terror in the Name of God,” wrote that “democratization is not necessarily the best way to fight Islamic extremism. Most states that attempt to transition from autocracy to democracy get stuck in a kind of in between state. And electoral democracy does not necessarily imply liberal democracy...” Too often Western-style democracy just leads to cronyism and kleptocracy.

It would be hard to argue now that a traditional loyal jirga, in which Afghan tribal elders get together to decide who rules, wouldn't have been better than insisting on a Western-style election in Afghanistan.

Churchill, were he alive today, might have said democracy is the best of all forms of government in countries that have the necessary institutions in place and are ready for it. All democracies need elections, but not all elections lead to democracy.

Section V

INTERNATIONAL COOPERATION. EXCHANGE PROGRAMMES. STUDY AND RESEARCH VISITS

As international contacts become an integral part of modern life there are growing possibilities to take part in various exchange programmes. Every researcher is interested in the achievements of his colleagues abroad. A study or research visit provides an excellent opportunity to get acquainted with foreign experience in one's special field. International scientific cooperation is the key trend in the development of modern world science. The BSU maintains close contacts with a wide range of universities abroad. German, Austrian, Polish, British, American universities encourage our students and post-graduates to participate in scientific exchange programmes.

From this section you will learn about requirements to applicants, papers to be submitted, anticipated visit outcomes, follow-up activities.

TOPIC RELATED VOCABULARY

exchange program(me) – программа обмена
to do research on the ~ – стажироваться по программе обмена
study/research visit – академическая/научная стажировка
application – заявка на участие
to enclose documents with the ~ – приложить документы к заявлению
applicant – претендент
supplementary documentation – дополнительная документация
resume – резюме; *амер*. сведения о профессиональных достижениях претендента
curriculum vitae (C.V.) – краткая автобиография
selection panel – отборочная комиссия
deadline/closing date – конечный срок (подачи документов)
a three-month visit – трехмесячная стажировка

to fund the program(me) – финансировать программу
to bear/cover expenses – оплачивать расходы
to provide accommodation – предоставлять жилье
to stay at a hotel/halls of residence – останавливаться в отеле/гостинице для студентов
in cooperation with – в сотрудничестве с кем-либо
to fill in the form – заполнить анкету
to be introduced to the staff – быть представленным коллективу
to show round – показать (провести по)
to arrange a visit – организовать посещение
collaboration – совместная работа
research project – научно-исследовательский проект
identical approach – идентичный подход
to be of mutual interest – представлять взаимный интерес
related fields – сходная проблематика
to give a free hand – предоставить полную свободу действий
to maintain permanent contacts – поддерживать постоянный контакт
to conduct joint experiments – проводить совместные эксперименты
to have a very busy time – быть очень занятым
to be absorbed in work – быть поглощенным работой
to get the material ready for publication – подготовить материалы к опубликованию
to work against time – работать не покладая рук, стараться завершить работу к определенному сроку
farewell party – прощальная вечеринка
to speak in flattering terms – лестно отозваться
to express gratitude (to) – выразить признательность
report on a research visit – отчет о стажировке

Do you know what an exchange program is?

Exchange Programs

A student exchange program generally could be defined as a program where students from university choose to study abroad in partnered institutions. The term “exchanges” means that partnered institutions exchange their students, but not necessarily the students have to find a counterpart from the other institution to exchange with. Student exchanges became popular after World War II, and have the aim of helping to increase the participants’ understanding and tolerance of other cultures, as well as language skills and broaden their social horizons. The participants can either apply for a scholarship or be self-funded. An exchange student can live in a hostel, affordable apartment/house or student lodge. An exchange student typically

stays in the host country for a relatively short period of time, often 6 to 10 months. Some students on exchange programs can receive academic credit from the country they study in. Most programs expect the prospective exchange student to demonstrate some ability to speak the language of the country they choose. Objectives of study visits can be described as follows: to enhance the educational experience of student; to strengthen the networking between students and universities; broaden personal and educational perspectives; explore, appreciate and understand different cultures; to enhance the ability of the student in second language learning; to eliminate fear and prejudice among nations; enable student to experience international education.

Students' experience and testimonials

> ***Here are some testimonials of students who have been involved with student exchange programs. Other testimonials could be read on the websites of universities that offer these programs.***

"I spent the semester at the University. I had been studying Spanish prior to going to Mexico but for some reason just could not manage to say a word. For me the best decision I made was to stay with a host family. Together with my host family and my Spanish teachers I was soon speaking Spanish. It was beneficial that classes were small and help was always available. What I enjoyed most about my whole time in Mexico would have to be the wonderful people I met and the new culture I was able to experience."

"I would definitely recommend a study program to other students, but I would emphasize that the success of an exchange depends mostly on yourself and your attitude. A positive attitude and a willingness to adapt and learn are crucial to making the most of your time. And don't be afraid to try new things or befriend people you wouldn't expect."

"Being on exchange… forces you to explore, experiment, to change, grow, and develop. One of the greatest benefits of my participation in the AIIU exchange program was the independence and understanding that I gained while learning to navigate and enjoy a culture and country so different from my own. Whenever I look back on my experience I can't imagine where I would now be in life and who I would be as a person if I hadn't participated."

(Australian Institute of International Understanding (AIIU) Exchange program with Japan.)

One can find advertisements about exchange programmes, research visits on the Internet, in newspapers; relevant information can also be provided by research departments of the establishments concerned. Study some of such ads and comment on them.

1. May 2011: HPC research opportunities

EC-funded research visit opportunities in computational science

Call for applications: closing date 31st May 2011

HPC-Europa, a consortium of 11 leading European centres, is calling for applications from researchers working in Europe to visit one of more than 200 research institutes associated with the Transnational Access programme. Visitors will use HPC-Europa's High Performance Computing (HPC) facilities to advance their research, while collaborating with scientific researchers from an appropriate local research institute.

The programme is fully funded by the EC's Structuring the European Research Area programme, and offers:

- access to some of the most powerful HPC facilities in Europe;
- HPC consultancy from experienced staff;
- opportunities to collaborate with scientists working in related fields at a local research institute;
- travel costs, subsistence expenses and accommodation.

The selection panel approves applications on the basis of scientific merit. For this reason, applicants are encouraged, where possible, to identify a suitable researcher with whom to collaborate before applying, as this often increases the chances of the application being approved.

HPC-Europa is funded until the end of 2011. Selection meetings are held four times per year, and applications must be received by 31st May 2011 for the selection meeting in June. Successful applicants will visit for between three and 13 weeks, starting during the period from July to December 2011.

Further information and the online application form are available at http://www.hpc-europa.org

2. President Fund Grants

Short Research Visits

- Larger awards of up to £2,000 are available for making short research visits of up to two months duration. The host institution may be overseas, or in the applicant's country of residence.
- All applicants must be registered for a PhD, or in a first postdoctoral position, in a country in the European Union.
- All applicants who are funded by a research council or other funding body that regularly supports conference attendance or activities connected with the applicant's work must submit evidence that they have applied for sponsorship from that body. Salaried applicants must submit evidence of their annual income.
- Only one application for a research visit grant may be made awarded from the President's Fund during the term of a postgraduate studentship or first postdoctoral position.
- Retrospective applications will not be considered.
- Applications for research visit grants will be considered twice yearly by an award panel. Closing dates for applications: **14 October 2010.**
- **Two** copies of the completed application form and all supplementary documentation must be submitted for consideration.

> ***Once you have made up your mind to participate in a programme you should contact the office in charge of the documentation for further information and fill in the application form like that.***

UMEA UNIVERSITY SWEDEN International Summer University 2011 Application form – Fill in with block letters				Please include a photo of yourself
Name	Family name		Date of birth year month Day	
Nationality		e-mail		
Current address (where we will send your letter of acceptance) City Postcode			Country	
Please send the letter of acceptance to my work/university Send the letter of acceptance by e-mail Send it to my current address above				
Occupation			If student, discipline:	
1 apply for the course:				

If student, number of years of studies in relevant disciplines:	Total number of years of univ. studies
I hereby certify that all the information given above is correct. I have read, understood and accepted the general requirements	
Signature	date
The application has been approved by /Dean or Rector) Signature Name	Official stamp of the University

The following supplementary documents should be enclosed with the application:

– a short essay on the problem under research or resume (an essay attached to the Application Form should describe who you are, why you are applying for this or that program, what your educational background is, what the anticipated results of the visit are, what your future plans are);
– a certificate issued by the department of English, certifying that you have a good working knowledge of English;
– a Curriculum Vitae (C.V.) (a curriculum vitae is one's personal and working history).

Try to develop an essay of your own.

Study Sample Resume and prepare your own one by analogy.

RESUME

	SHAWN ROBERTS 42 Litton Avenue Chicago, Illinois 60602 Telephone: (312)280-98-98 E-mail: srobrts@usanet.com
EDUCATION:	**UNIVERSITY OF ILLINOIS at URBANA/CHAMPAIGN** Master of Science in Policy Economics, May 1994. **GEORGE WASHINGTON UNIVERSITY** – Washington, DC Bachelor of Arts in Political Science, May 1989

	Graduated with honors. Semester study abroad in Spain at the University of Madrid.
EXPERIENCE:	
July 1994 - Present	**EUROPEAN-AMERICAN COMMERCE ASSOCIATION** – Chicago, IL Economic Affairs Specialist • Develop marketing and feasibility studies on European Union imports to U.S. markets. • Analyze economic trends among member states of European Union, and atmosphere for investment by American firms. • Supervise staff of five.
July 1990 – August 1993	**EUROPEAN TRADE REVIEW** – Washington, DC Trade Analyst • Wrote regular series on current issues affecting US-European Community (E. C.) trade. • Attended relevant congressional hearings and summarized proceedings for regular column on U.S.-E.C. trade regulation. • Conducted research and wrote occasional reports on E.C. member states' progress towards economic and monetary union.
May 1989 – July 1990	**GEORGETOWN UNIVERSITY** – Washington, DC Department of Political Science, Research Assistant • Researched political and economic implications of European Union. • Gathered data for research project on political instability and economic restricting in Latin America during the 1980s.
HONORS:	• University of Illinois • Rotary International Scholarship
SKILLS:	Experienced with the following computer applications: MS Word, WordPerfect, Excel; PowerPoint, FoxPro, Netscape. Driving License.
LANGUAGES:	Fluent in Spanish and English; Proficient in French; Elementary knowledge of German.
INTERESTS:	Travel, Reading. Jazz, Tennis.
PERSONAL:	• Member, American Economics Association. • Volunteer, Habitat for Humanity.

There are various layouts for a C.V. and this is just one example. Study it and then write your own C.V.

	Curriculum vitae
Date of Birth:	25 February 19..
Name:	Carol Brice
Present address:	25 Westbound Road, Borehamwood, Herts, WD6 1DX
Telephone number:	081 953 9914
Marital status:	single/married
Education and qualifications:	
1995–1997	Mayfield School, Henley Road, Borehamwood, Herts, WD6 1DX GCE in English Language; French; History; Geography; and Art.
2000–2002	Hilltop Further Education College, Kenwood Road, London NW7 3TM Diploma in Business Studies.
Work experience:	Johnson Bros. Pic, 51–55 Baker Street, London W1A 1AA
Oct '02-Dec '03	**Type of Company:** Retail Chain Stores **Position:** Junior Secretary **Responsibilities:** Secretarial work including typing; shorthand; correspondence; copying reports and minutes from shorthand notes; tabulating data; answering customers' calls; mail distribution; and general office duties.
Jan '05-present	National Auto Importers Ltd., Auto House, Sidmouth Street, London WC1H4GJ **Type of Company:** Car importers **Post:** Secretary to Assistant Director **Responsibilities:** Dealing with all correspondence; taking minutes at meetings and writing up Assistant Director's reports; receiving customers and suppliers; dealing with home and overseas enquiries; making decisions on behalf of A.D. in his absence; and representing the company at various business functions.
Other information:	While working I attended various evening courses for Italian and French, and was on a special Information Technology course at the City College. My interests include tennis, badminton, swimming, and reading.
References:	Mr B. Norman, Assistant Director, National Auto Importers Ltd., Auto House, Sidmouth Street, London WC1H 4GJ. Mrs T.R. Bradley, Senior Lecturer; Business Studies Dept, Hilltop Further Education College, Kenwood Road, London NW7 3TM.
Current salary:	£14.OOO per annum

***If an applicant meets the requirements of the host university the selection panel will send him/her an official invitation*.**

K I N G S T 0 N.
UNIVERSITY

British Embassy, Minsk
Consular Department

28th December 2011

Dear Sirs,

Invitation to Kingston University in Relation to Participation in Know-how Fund REAP Project Ref. BEL/395/41/0001

As UK Coordinator of the above UK Know-how Fund Regional Academic Partnership project, I invite:

Olga Petrova,
Faculty of Law,
Belarusian State University

to visit Kingston University within the period 21st February – 7th March 2011, and request the issue of a visa to cover that period. I confirm that all of Mrs Petrova travel expenses and the cost of one week of accommodation and subsistence will be met entirely from Know-how Fund REAP project funds.

I also request that the visa be issued free of charge.

In the event of any enquiries about this invitation please do not hesitate to contact me directly by FAX at Kingston University, or via the International Office of BSU.

Thank you for your assistance with this matter,

Yours faithfully,

Dr Alan G. Flowers
UK Coordinator
REAP BEL/395/41/0001

Every applicant is expected to draft a tentative programme of the visit, may be like that:

Programme of Study Visit to Kingston University

1. Intended Visit Outputs

1.1. Increased awareness by academic teaching staff of BSU of the business education methodologies, and syllabus content.

1.2 New developments in business education teaching methodologies at BSU.
1.3 Increased availability of teaching materials to students at BSU on modules related to Business law.

2. Visit Objectives

2.1. Observation of teaching methods in business education classes at KU.
2.2. Identification of business education teaching materials and development of a plan for further learning material purchases according to the REAP budget.
2.3. Discussions with Kingston Staff on current syllabus content in business education.
2.4. Develop programme for future business education seminars.
2.5. Creation of personal action plans in relation to input of business education at BSU.

> ***Study visits can be individual and those arranged as a partnership scheme where both partners must be fully involved in preparing the application form and send the completed application to the appropriate programme regional manager. If you intend to participate in a partnership scheme the pre-project or inception phase of the partnership is designed to enable the partners from various institutions to prepare a full partnership proposal that describes in detail what the partnership will achieve (the outputs) and the activities (the inputs) that will produce this.***

Description of the project

1. Describe in detail the area of need and therefore focus of the project. Why does the need exist?
2. Describe the purpose of the project, outlining the transformation that the project is designed to bring about within its target group.
3. Elaborate your initial thoughts on how you will ensure that the materials/courses produced by the partnership will be adopted and disseminated.
4. Outline the activities you wish to undertake with your partner institution during this pre-project phase. For each activity list who will do what, giving names and designations of those who will be responsible.
5. Elaborate (separately) on the sorts of areas you might go on to develop in a full partnership, for example the development of new course materials, development of teaching staff, seminars or workshops for the teaching staff of your institution, purchase of teaching materials for adaptation at your institution, etc.

As you have learned, study visits can be arranged as individual and partnership scheme and there can be collaborative research as well. The collaborative research model is a flexible method for engaging student learning teams in research.

A successful adaptation of the collaborative research model for your course will depend on your careful planning of course content, duration of the course, number of students; course learning outcomes.

You'll need to make decisions about: how to establish the problem for exploration (whether to use a single, common problem or an umbrella topic with related problems); how learning teams will be established and maintained.

Further there follows information supplied by a former post-graduate student who shares his experience in doing research at one of the British universities.

I did my research on the REAP scientific exchange programme. I arrived in Britain for a 3-month visit which took place in February. It was my first experience in the country. I couldn't help thinking of what my stay in Britain would be like and whether my knowledge of English would be sufficient.

At Gatwick airport I was met by Prof. Flowers, the programme's coordinator from Kingston University.

From Gatwick airport the car brought us to the very center of London where we had a very pleasant walk, then we drove to the hotel where I was to stay.

The next morning Mr. Flowers arranged for me a visit to the University. He introduced me to the staff of the Law School. I was shown round, visited the local library.

Mr. Flowers himself is an excellent man, a capable and competent researcher. We spent a lot of time discussing different problems of mutual interest.

Law School was not very large. I found our research topics almost identical, but we used different approaches. It was as if we were doing the same by different means. Though I was practically given a free hand in the research, I tried to maintain permanent contacts with the Law School staff.

I must say I had a very busy time there. I was totally absorbed in my work. Time and efforts were necessary for writing reports and articles, getting the material ready for publication.

During the final weeks of my stay in England I worked against time trying to solve the remaining problems.

On the last day of my stay there my British colleagues gave a little farewell party for me. My supervisor made a speech. He spoke in very flattering terms about our collaboration.

I was glad to hear about the prospects of a series of exchange visits between our two Universities.

At the end I expressed my deep gratitude to all people who had worked with me for their valuable advice and assistance.

Notes:

REAP – Regional Academic Partnership Programme

Check your knowledge of the useful vocabulary on the topic in question.

научная стажировка
программа обмена
достаточные знания
останавливаться в отеле
организовать посещение
представить коллегам
компетентный исследователь
работать в сотрудничестве (с)
проблемы, представляющие взаимный интерес
проводить совместные исследования
применить иной подход
предоставить полную свободу действий
быть поглощенным работой
тщательно анализировать
готовить материал к изданию
просматривать периодические издания
работать не покладая рук
прощальная вечеринка
лестно отозваться
выразить благодарность

Any research visit is finalised with a report on the visit's outcomes. The report is to contain answers to the following questions.

1. When did the visit take place? Where to?
2. What was the visit's duration?

3. What was the visit aimed at? (to develop some issue, to study related problems, to test a new approach)
4. What activities were accomplished? (lectures/reports delivered, articles published, joint papers produced)
5. Any follow-up activities? (the results reported, presentations made, new developments in progress, the latest papers in the submission stage)

Reports on Studies

Read the following report. Pay attention to the verb forms that are used.

I am studying for the Diploma in Economic Development at the department of Economics. It is a one-year course which consists of lectures, seminars, essay writing, and an examination at the end. I started the course at the beginning of October this year; it will finish in June next year.

So far, I have enjoyed the course. However, I have had two kinds of difficulties: one is following some of the lecturers – they speak quickly and not very clearly; the other difficulty is caused by the use of mathematics in economics. I have difficulty in understanding and doing some of the equations.

This term I have done two essays: they were quite long, and required a lot of reading in the library. Although I found it rather difficult to write the essays, I learned a lot, and received good marks for them. Next term I shall have to write another essay.

Study the following reports. Complete the reports by writing one or two words in each space.

A report on my studies

I am (1)_____ for an M.A. in (2)_____ in the Department of (3)______ . It is a one-year course which (4)_____ of lectures, seminars, essays, an examination, and a (5)_____. I (6)_____ the course at the (7)_____ of October last year; the examination will be in June this year, and the dissertation must be (8)_____ in September this year.

Generally, I have enjoyed the course and I feel that I (9)________ a lot, especially from the reading that I have (10)________ to do. At (11)________ I had some difficulties in (12)________ some of the (13)________: they spoke quickly and not (14)________ clearly. The main difficulty that I have this

term is (15)________ my essays on time. There is so (16)________ reading to do for them and I still read (17)________.

I am not looking (18)________ to the examination as I have difficulty in writing quickly and (19)________ all the necessary facts. (20)________ I do not mind doing this dissertation (21)________ I have already (22)________ a subject that interests me.

Report on my research

I arrived at the university (1)________ the beginning of October last year to (2)________ my studies. I am (3)________ for a Master's degree in Economics – M/A/ (Econ.) – by research. It will take me (4)________ one or two years to complete.

At the beginning of last term I discussed my research with my (5)________, Dr. M. Jones, in the Department of Economics. He (6)________ me to draw up a research outline in the area I had (7)________ for my research – 'A case study in foreign aid to developing countries'. After further (8)________ with Dr. Jones my outline was approved and accepted by the Faculty of Economics.

My next (9)________ was to begin reading appropriate books, journals and reports (10)________ the background section of the research 'A Study of the Literature'. My supervisor's (11)________ was to keep a set of index cards and write the details of each (12)________ I read on a card. Thus I have started making a (13)________ which will be very useful for future reference. It will also (14)_______ me a lot of time when I need to provide one at the (15)________ of my thesis.

This term I have (16)_______ reading and have also made a draft of the first section of the (17)________, summarizing views on foreign aid to developing countries. I have also started to read (18)________ on the country I have chosen for my case study – Utopia. I have (19)________ that many of the World Bank and UN publications are (20)_______ to my research.

I am quite pleased with the (21)_______ I have made so far, although the reading is taking me longer than I (22)________. My supervisor asked me to present a paper on my research findings up to the present, to a small (23)________ of research students in economics. He was (24)________ with the paper and said that it was a good seminar as it had (25)________ a number of questions and a lot of discussion.

Further you will find a report on the research visit supplied in Russian by an individual researcher. Study it and translate into English.

ОТЧЕТ
о научной стажировке О. В. Саенко, стипендиата программы TEMPUS, в Бизнес-школе университета г. Лютон (Великобритания)

Визит в Бизнес-школу университета г. Лютон проходил в рамках проекта TEMPUS «Академическая мобильность» с 23 сентября 2010 г. по 22 марта 2011 г. Работа проходила в соответствии с программой визита.

1) В целях совершенствования английского языка с 1 октября по 15 декабря 2011 г. посещала занятия со студентами-вечерниками (4 ч в неделю).

2) Посещала лекции по маркетингу, менеджменту в соответствии с расписанием занятий студентов (не менее 4–6 ч в неделю).

3) Занималась в библиотеке университета (не менее 15 ч в неделю):
   - изучила литературу по научной тематике;
   - составила библиографический список работ из каталога библиотеки.

4) Работала в компьютерном зале университета, изучала интернет-ресурсы по проблемам логистики.

5) Подготовлены к опубликованию на русском и английском языках 2 статьи и 2 научных доклада на конференции.

6) Подготовлены и обрабатываются материалы для написания научной монографии по проблемам управления материальными запасами.

7) В октябре 2011 г. вместе с коллегами – представителями российских вузов – изучала организацию учебного процесса в университете (2 недели).

На мой взгляд, эффективность научной стажировки повысилась бы при следующих условиях:
- закреплении научного консультанта университета за стажером;
- выделении рабочего места стажеру.

25.03.2011 О. В. Саенко

Progress Questions

1. What opportunities can a research visit provide?
2. Where is it possible to find information about research visits, exchange programs?
3. What papers are necessary to prepare to apply for a program?
4. What supplementary documents should be included with the application form?
5. What paper is usually presented before a research visit?
6. What is the final document which every visiting researcher should provide?
7. Are you sure that any scholar benefits from a research visit? What qualities can a person acquire?

8. Have you ever participated in an exchange program/ research visit? Do you have an intention to apply for?

In Focus

Expressing Certainty

Phrases	Examples
apparently undoubtedly it is evident presumably to be sure of course	The research will *apparently* lead to some interesting results. It is *undoubtedly* true that language ability is not simply a matter of intelligence. To get a better job is *presumably* a main motivation for going on to higher education. It was *evident* the students were guessing some of the answers instead of using their knowledge. As the recent findings show, the previously published figures *are sure* to be unreliable. It is, *of course*, essential to check data carefully.

Grammar Review: If clauses

Step 1. ***Translation tips.***

1. If I were you, I would not use these data.
   Если бы я был на вашем месте, я бы не использовал эти данные.
2. Should you see Robert, ask him to call his supervisor.
   Если вы увидите Роберта (что маловероятно), попросите его позвонить своему научному руководителю.
3. In case I had this journal, I should give it to the students.
   Если бы у меня был этот журнал, я бы отдал его студентам.
4. Had Professor Brown had time yesterday, he would have commented on the experiment.
   Если бы у профессора Брауна вчера было время, он бы прокомментировал этот эксперимент.
5. If the postgraduate had been given opportunity, the work might have been finished.
   Если бы аспиранту дали возможность, работа, вероятно, была бы закончена.
6. If the results are to be discussed at the seminar, they should be obtained in time.
   Если результаты должны быть обсуждены на семинаре, их нужно вовремя получить.

7. Suppose the article is written, what are the further steps?
   Предположим, что статья написана, каковы следующие шаги?
8. But for the mistakes, your paper would have been included in the conference proceedings.
   Если бы не ошибки, ваш доклад был бы включен в сборник мАтериалов конференции.
9. Provided the theme of the research is interesting, one can work at it with great enthusiasm and finish it quickly.
   При условии, что тема исследования интересная, можно работать над ней с большим энтузиазмом и завершить ее быстро.

Step 2. ***Translate into Russian.***

1. If you are not interested in the topic, you will find it hard to fulfil the work required.
2. It would have been better if he had performed the experiment himself.
3. If the advice is not what you expect, it is better to discuss it rather than ignore it.
4. Should you be truly creative, look at what other scientists are doing, and then do something different.
5. If Poisson had done the experiment, he would have changed his view about the problem in question.
6. If you are a PhD student who is dissatisfied with your supervision, you should seek as a first priority for this to be resolved.
7. Provided you can make correct predictions, you will not only read with more understanding but you will be able to avoid rereading the sentences.
8. The postgraduate would have known he was wrong if the lecturer had told him about it.
9. The supervisor can make a powerful contribution to the success of the project if this emotional relationship can be made constructive and supportive.
10. If you can afford it, speak to a lawyer who specializes in academic appeals.
11. If you feel like starting your postgraduate studies, you should understand that you will have no time to waste and you need to concentrate on your studies.
12. In case some part of work is taking much longer than originally estimated, then something needs to be scaled down.
13. Provided the technology and social structure of a culture is relatively simple, education is simple.
14. If Professor Malton had been asked for help, he would have helped.

Step 3. ***Translate into English*****.**

1. На вашем месте я бы никогда не ввязался в этот спор.
2. Если бы компьютерные технологии не были так разработаны, то исследование космоса не достигло бы такого прогресса.
3. Следует обратиться к многочисленным литературным источникам, если вас интересуют дальнейшие подробности.
4. Автор будет удовлетворен, если содержание книги окажется полезным студентам.
5. Если бы аспирант работал усерднее, диссертация была бы защищена в срок.
6. Если диссертация готова и одобрена научным руководителем, она проходит предзащиту.
7. Если западная компания придерживается принципа «продвижение изнутри», то попасть в такую фирму на приличную должность со стороны невозможно.
8. Если карьеру нельзя построить в рамках одной компании, делайте ее в другом месте.
9. Что бы ты делал, если бы не поступил в аспирантуру?
10. Кто бы в это поверил, если бы не экспериментальные данные?
11. Если бы аспирант рассказал о своих трудностях раньше, многих проблем можно было бы избежать.
12. В случае отрицательного результата, не следует отчаиваться.
13. Будь конференция в Беларуси, многие аспиранты смогли бы принять в ней участие.
14. Так много времени не было бы потеряно, если бы тема была утверждена сразу.
15. На вашем месте я бы не поднимал этот вопрос.

Grammar Review: Types of Clauses

Step 1. ***Translation tips:***

1. What has been made clear is their intention to avoid the conflict.
   То, что стало ясно, – это их намерение избежать конфликта.
2. What method is to be used should be decided by the experimenter.
   То, какой метод следует использовать, должен решить экспериментатор.
   Экспериментатор должен решить, какой метод следует использовать.
3. The question is whether they will be able to join us.
   Вопрос в том, смогут ли они присоединиться к нам.

4. Regardless of the unusual manner of presenting the results, they didn't cause a lot of arguments.
   Несмотря на необычный способ подачи результатов, они не вызвали множества споров.
5. The extent to which the student is involved into the research work depends on his interest to it.
   То, насколько студент вовлечен в исследовательскую работу, зависит от его интереса к ней.
6. Everything depends on the committee, since only its members have the right of the final decision.
   Все зависит от комитета, так как только его члены обладают правом окончательного решения.
7. The question arises as to what these results lead.
   Возникает вопрос, к чему ведут эти результаты.
8. Formulate your ideas clearly lest you should be asked many questions.
   Четко формулируйте свои идеи, чтобы вам не задавали много вопросов.
9. She was late for the conference, for she was held up in a traffic jam.
   Она опоздала на конференцию, так как застряла в пробке.
10. Since you have successfully finished this stage of work you can get down to the next one.
    Поскольку вы успешно завершили этот этап работы, можете приступить к следующему.
11. The work is of particular importance in that it summarizes all available information on this problem.
    Работа представляет особую важность, поскольку она обобщает всю доступную информацию по этой проблеме.
12. As long as the required conditions are observed this relation is valid.
    Пока соблюдаются необходимые условия, это отношение обоснованно.

Step 2. ***Make one sentence from each pair of sentences using the word given in brackets.***

1. A common error was encountered by people. They claim that the method was used inappropriately. (who)
2. This is an important point. Funding for postgraduate courses is very difficult to find and fees alone can be considerable. (since)
3. The student has just been awarded a degree. His uncle lives next door to you. (whose)

4. I read a book. You recommended it to me. (which)
5. I tried to persuade her to change the topic. I didn't succeed, however. (although)
6. Her handwriting was very bad. Most teachers couldn't read it. (as)
7. The guidebook explained everything. We bought it. (therefore)
8. An increasing number of postgraduate courses now contain both research and taught elements. The traditional division between the two modes of delivery still exists. (although)
9. She attended the university. The university has a good reputation. (that)
10. I met a person. He was totally ignorant of the situation. (who)
11. The students hadn't done their tasks. The teacher was very angry. (since)
12. He never does any homework. He managed to get a good mark in the test. (even though)
13. It is essential to find out the quality of supervision you are likely to receive. This working relationship will be a major part of your life for several years. (as)
14. Postgraduate students often face financial pressures. They have to work while studying. (because of the fact)
15. Postgraduate study in the UK is intensive. The courses are of relatively short duration. (so)

Step 3. ***Translate into Russian.***

1. In education when people refer to research they may mean either empirical or non-empirical studies.
2. During the 19th century colleges which were founded in the biggest English towns began to prepare students for external degrees off the University of London.
3. One idea which has been carried out successfully at Oxford is for a department to organize a "brainstorming session" on self-assessment for graduate students.
4. Deciding what the research is to be about can take a surprising amount of time.
5. When testing a hypothesis or a theory, the scientist may have a preference for one outcome or another.
6. It is important that we have a clear understanding of what we can expect from each other.
7. The introduction summarizes the relevant literature so that the reader will understand why you were interested in the question you asked.
8. The University welcomes applications for postgraduate study from those who have completed degrees studying part-time.

9. It appears that the chief reason why students fail to get their PhDs is because of inadequate supervision.
10. The advances in technology that are rapidly making all forms of information widely available may demand new approaches to education.
11. Poisson was so sure he was correct that he did not even prove experimentally his hypothesis.
12. We invited colleagues from London University in view of discussing the findings of the joint project.
13. While many adult students undertake degree level study for personal satisfaction, those whose aim is to improve their career prospects also reach their goals.
14. As other countries invest heavily in their own postgraduate provision, the UK will need to work hard to maintain its competitive advantage.
15. Creativity often involves the ability to see which experiment will be a critical one to perform in order to test a new idea.
16. Owing to the lack of substantial evidence the investigation resulted in a failure.

Step 4. ***Translate into English.***

1. Несмотря на то что эти методы похожи, они оба должны быть упомянуты в статье.
2. Теория не объясняет то, что произойдет далее.
3. Изобретение не утвердили, так как не все документы были подготовлены.
4. Статья профессора Волкера была настолько интересной, что привлекла внимание многих ученых.
5. Недостаток этого прибора заключается в том, что он очень громоздкий.
6. Как только студенты получили курсовые задания, они приступили к сбору теоретического материала.
7. Аспирант помнит тот день, когда он впервые выступил с докладом на международной конференции.
8. Было сделано заключение, к которому следует добавить несколько примеров.
9. Следует много читать, чтобы быть способным ответить на любой вопрос.
10. Неизвестно, где это явление было описано впервые.
11. Аспирант отвечал так, как будто не был уверен в том, что говорит.
12. В статье приводятся примеры различных методов, которые использовались на протяжении многих лет.

13. Научный руководитель не был удовлетворен работой аспиранта, хотя диссертация была завершена в срок.
14. Так как прибор сломался, эксперимент не мог продолжаться.
15. Ему не пришлось выступить на конференции, поскольку материалы доклада не были представлены вовремя.

Reports from around the world

Election

I. Read the article. Comment on the meaning of the highlighted words and expressions; summarize the text.

Turkey's ruling party decisively wins 3rd term in office

By Ivan Watson and Yesim Comert

Istanbul, Turkey – The party of Turkey's ruling prime minister sailed to an **easy victory in parliamentary elections** on Sunday, **winning a third term in office** with 49.9 % of the vote with **99.9 % of the votes counted**.

For nearly a decade, Recep Tayyip Erdogan **has dominated Turkish politics** while also defining his country's assertive new role as an economic and diplomatic power in the region.

Campaigning on his record of unprecedented economic stability and prosperity during nine years in power, Erdogan and his Justice and Development Party (AKP) **succeeded in slightly increasing his mandate**. The AKP **won 49.9 % of the vote,** an increase of nearly 4 percentage points from **the party's performance in the 2007 parliamentary election.**

"We are thrilled after winning one out of every two voters' votes in the country," Erdogan said late Sunday night.

In a victory speech delivered from the balcony of his **party headquarters** in Ankara, Erdogan **made a pledge** to serve all Turks, regardless of ethnicity or religious sect.

"To the Turkish nation, whether you voted for AKP or not, the real winner of the 2011 elections is Turkey," Erdogan roared, to a crowd of flag-waving supporters.

"No one should have any doubt, whether you voted for us or not, all of your beliefs and values and lifestyles are our pride."

"People voted overall for stability. It's the same rule in most democracies. People vote on bread and butter issues". Their vote is based on their **living standards.** The fact that Turkey's **economy is growing at 9 %.**

Prime Minister Erdogan added another electoral victory feather to his cap. But he fell short of capturing the two-thirds **majority in parliament** that would have allowed the AKP to unilaterally rewrite Turkey's constitution. Erdogan has made no secret of the fact that he intends to rewrite the constitution, a deeply flawed **document drafted** by a **military junta that seized power** in 1980.

And on Sunday night, Erdogan made it clear a new constitution would still be a top priority.

"The nation has assigned us the task of creating a new constitution," he said. "We are not going to close our doors. We will go to the opposition. If they accept, we will sit down and work towards consensus with civic groups, with parties outside of the parliament, with academics."

II. Read the information below. Focus on the highlighted words and expressions.

Election

An election is a **formal decision-making process** by which a population chooses an individual **to hold public office .** Elections have been the usual mechanism by which **modern representative democracy** operates since the 17th century. Elections may **fill offices** in the legislature, sometimes in the **executive and judiciary**, and for regional and local government. This process is also used in many other private and business organizations, **from clubs to voluntary associations** and corporations.

The universal use of elections as a **tool for selecting representatives** in modern democracies is in contrast with the practice in the democratic archetype, ancient Athens. Elections were considered an oligarchic institution and most political offices were filled using **sortition,** also known as **allotment**, by which officeholders were chosen by lot.

Electoral reform describes the process of introducing fair electoral systems where they are not in place, or improving the fairness or effectiveness of existing systems. Psephology is the study of results and other statistics relating to elections (especially with a view to predicting future results).

To elect means "to choose or make a decision" (For example, in contract law, if one party **breaches the agreement**, the other party may "elect" whether to continue or **repudiate the contract**, and so sometimes other **forms** of **ballot** such as the referendum are referred to as elections, especially in the United States.

(*From Wikipedia, the free encyclopedia*)

III. Render into English using the prompts.

Внеочередные парламентские выборы пройдут в Македонии

Внеочередные выборы в парламент пройдут в Македонии в воскресенье. За 123 депутатских кресла будут бороться 18 политических партий и коалиций. Фаворитом выборов считается коалиция Внутренняя македонская революционная организация – Демократическая партия македонского национального единства (ВМРО-ДПМНЕ) во главе с премьером Николой Груевским. Коалиция Груевского провела избирательную кампанию, обещая избирателям проведение различных реформ. Главные соперники ВМРО-ДПМНЕ из оппозиционного Социал-демократического союза в предвыборной кампании обвиняли правящую коалицию в непрозрачной работе, расходовании бюджетных средств на ненужные проекты.

В стране зарегистрировано 1,835 миллиона избирателей. Голосование будет проходить с 7 до 19 часов, в стране будут открыты 2,976 тыс. избирательных участков. На выборы аккредитованы 235 наблюдателей от Бюро по демократическим институтам и правам человека (ОБСЕ), 47 наблюдателей от парламентской ассамблеи (**OSCE**), 20 наблюдателей от Еврокомиссии и 16 наблюдателей от Совета Европы. За выборами также будут следить 15 наблюдателей из России.

(РИА «Новости»)

snap election
contest a seat
held election
carry out
rivals
accused of
voting
polling station
watchers
monitor

SectioN – VI

SUMMARY MAKING. ESSAY AND ABSTRACT WRITING

Post-graduate students sometimes need to write abstracts, essays and reports, make summaries of the texts they read. It is an important and regular part of their work. Research has shown that students, learners of English, find writing to be the most difficult thing they've got to do. To avoid possible errors, the learner is to follow certain rules and patterns. Below are recommendations for all types of formal writing.

SUMMARY WRITING

A *summary* is a restatement, in shortened form and in your own words, of the main ideas contained in a reading selection. It is best to prepare the summary from an outline. It will help you distinguish between generalizations and their supporting details, and make it easier for you to memorize main points in readings and to state them more easily.

In writing the summary it's a good idea to begin with a reference to (if there is any) the following: the author and his or her qualifications, the publication and the date, the central idea and its importance, the author's attitude and purpose in writing the selection. Keep a sense of proportion, write more about main points than about minor ones.

Be sure that the entire summary has a form of its own, with full sentences and with transitions (connections) between each point. Usually you do not need to include examples given in the selection unless they are important to the point being made.

Avoid quoting too much, use your own words as much as possible.

Don't overload your sentences in order to pack in as much information as possible. Be sure you are clear in presenting opinions. Distinguish between the author's point of view and that of any other person to whom he or she refers. For the author's development of ideas, you might use words like *begins*, *continues*, *goes on to*, *concludes*. If you refer to the author's actual statements,

you might use verbs like *says*, *states*, *discusses*, *mentions*, *argues*. The verbs, however, should be in the same tense, either all present or all past. (The present tense is more usual.)

Do *not* introduce your ideas or your attitudes or interpretation, into a summary. Your ideas will be added later only if you are asked to comment on, or to react to, what the author has said.

List of Expressions Used for Summary Writing

1. The article (text) is headlined ...

The title of the text (article) under consideration ...
The headline of the article (text) (I have read) is ...

2. The author of the article (text) is ...

The article (text) is written by …

3. It is (was) published in ...

It is (was) printed in ...

4. The article is intended for …

5. The main idea of the article (text) is ...

The article (text) is about ...
As the title implies the text (article) describes ...
The article (text) is devoted to ...
The article (text) deals with ...
The article (text) touches upon ...
The article (text) presents some results which illustrate ...

6. The purpose (subject) of the article (text) is to give the reader some information on ...; ... is to compare (to determine) ...

The aim of the article (text) is to provide the reader with some material (data) on ...
The text (article) is concerned with ...

7. The author starts by telling the reader(s) about, that ...

The article (text) opens with ...
The author writes (states, stresses, thinks, points out) that ...
The article (text) describes ...
The description is based on ...
According to the article (text) ...
Further the author reports (says) that ...
Then the author passes on to ...
The article (author) goes on to say that ...
The author gives a detailed (thorough) description of ...

8. The article (book, text) can be divided into 4 (5–7) parts (chapters).

The first part deals with ...
The second part is about ...
The third part touches upon ...
The fourth part of the article includes the fact on ...

9. In conclusion the article (text) reads ...

The text (article) ends with ...
The author comes to the conclusion that ...
To finish with the author describes ...

10. I find (found) the article (text) interesting (important, dull, of no value, easy, (too) hard to understand ...

The problem(s) touched upon in the text is (are) of great importance (interest).
The discussed problem is of great value.

Now read the texts "Science: The Endless Resource" and "What's Special About Teaching Adults?"*; *study their sample summaries.

Science: The Endless Resource

Our future demands investment in our people, institutions and ideas. Science is an essential part of that investment, an endless and sustainable resource with extraordinary dividends. The Government should accept new responsibilities for promoting the flow of new scientific knowledge and the development of scientific talent in the youth. These responsibilities are the proper concern of the Government, for they vitally affect health, jobs and national security.

The bedrock wisdom of this statement has been demonstrated time and again. The return from public investments in fundamental science has been enormous, both through the knowledge generated and through the education of scientific and technical workforce. Discoveries in mathematics, physics, chemistry, biology and other fundamental sciences have been driven by important advances in engineering, technology, and medicine.

The principal sponsors and beneficiaries of scientific enterprise are people. Their continued support, rooted in the recognition of science as the foundation of a modern knowledge-based technological society, is essential. Scientific strength is a treasure which we must sustain and build on for the future.

To fulfill our responsibility to future generations by ensuring that our children can compete in the global economy, we must invest in the scientific enterprise. That means we must provide physical infrastructure that facilitates world class research, including access to cutting-edge scientific instrumentation

and to world-class information and communication systems. We must provide the necessary educational opportunities for each of our citizens. Failure to exercise our responsibility will place our children's future at risk.

Science is an endless resource: our knowledge of the physical and living world constantly expands. The unfolding secrets of nature provide new knowledge to address crucial challenges, often in unpredictable ways. These include improving human health, creating breakthrough technologies that lead to new industries and high quality jobs, enhancing productivity with information technologies and improved understanding of human interactions, meeting our national security needs, protecting and restoring the global environment, and feeding and providing energy for a growing population.

The challenges of the twenty-first century will place a high premium on sustained excellence in scientific research and education.

Sample Summary

The text under discussion is entitled *Science: The Endless Resource.* It deals with the role of science in modern life. First, it is stressed the Government should accept new responsibilities for promoting the flow of new scientific knowledge. Attention is drawn to the fact that fundamental science discoveries have seeded important advances in the society, scientific knowledge being an endless resource affecting health, jobs and national security. It is reported that unfolding secrets of nature provides new knowledge to address crucial challenges. The text goes on to say that we must provide physical infrastructure and educational opportunities that facilitate world class research. The author concludes that challenges of the twenty-first century will place a high premium on excellence in scientific research and education. In my opinion, the main idea of the text is to show that science is the foundation of a modern knowledge-based technological society.

What's Special About Teaching Adults?

Perhaps the greatest difference between adults and younger ages is that the former come to lessons with a long history of learning experience. They will usually have gone through at least ten years of schooling and may then have gone on to study at a higher level. Those learning experiences – both bad and good – will have helped them to form strong opinions about how teaching and learning should be carried out. They a1so come with their own record of success or failure. Those who underachieved at school may subconsciously assume that they are going to fail again; those who were school successes may believe that learning English will be easy.

Adolescents (and to a lesser extent children) have their own histories too. Each failure predisposes them to more failure, each success provokes the hope of more success. But the younger the student the less likely it is that these educational histories are fixed.

Adults are frequently more nervous of learning than younger pupils are. The potential for losing face becomes greater the older you get. Adolescents dislike being made to look foolish in front of their classmates too, but there are probably other things which make them vulnerable in this way rather than an inability to learn (English). Older students, on the other hand, who are coming back to the classroom after a long absence, may have a high degree of anxiety about the process of learning itself.

One of the recurring nightmares for teachers of adolescents is losing control: the lesson that slips away from them, that they can't control because the students don't like the subject, each other, the teacher or the school – or sometimes just because they feel like it.

They may well have a view of the importance of learning which makes them stick to a course of study in a specially adult way.

Whereas in primary schools much learning takes place through play and knowledge gathering is done through games, songs and puzzles, adults, on the other hand, do not necessarily need their learning to be camouflaged, dressed up in quite the same way. If they can see the point of learning – and if we are able to explain the reason why we are asking them to do things to their satisfaction – we do not have to play games or sing songs to get their cooperation.

It is, of course, possible for adults to suffer from boredom in class, especially when they are studying on a full-time course and/or have studied in the same kind of class for a long time. Such people may respond well to lessons that are entertaining and which use enjoyable activities to facilitate language learning. We won't want to treat them like children, but some of them might, nevertheless, respond well to a lighter style of learning which does, indeed, involve quizzes, puzzles and the study of contemporary songs.

Good teachers are able to balance the serious study of English with the more entertaining activities that they think their students sometimes need. By watching their classes and asking their students what they think and feel, they can select a judicious blend of activity and style.

Summary

The text under consideration is head-lined: "What's Special About Teaching Adults?". The author of the text is Jeremy Harmer. It is devoted to the description of differences between teaching adults and students or pupils of younger ages. The author stresses the fact that histories of learning

experience form strong opinions about how teaching and learning should be carried out. The younger the student the less likely it is that these educational histories are fixed. The author points out that both groups of learners – adolescents and adults – may have a high degree of anxiety about the process of learning itself, both can be disruptive and exhausting.

Further on the author underlines that adults as a group have much to recommend younger learners. They bring life experience into the classroom which younger learners do not have. Adults do not necessarily need their learning to be camouflaged. They may respond well to lessons that are entertaining and which use enjoyable activities to facilitate language learning. The author concludes that good teachers are able to select a judicious blend of activity and style.

> ***Try to produce the summary of the text "Science" making use of the instructions given above. For reference consult the Academic Vocabulary provided in the Supplement.***

Science

Science [from Latin *scientia* from *scire* to know] is systemized knowledge derived through experimentation, observation, and study. In its widest sense it is formulated knowledge, a knowledge of structure, laws, and operations. The unity of human knowledge may be artificially divided into religion, philosophy, and science. Sometimes it is considered as a method of reaming about the world by applying the principles of the scientific method, which includes making empirical observations, proposing hypotheses to explain those observations, and testing those hypotheses in valid and reliable ways.

Science and philosophy, as presently understood, have in common the quality of being speculative. The present distinction between science and philosophy lies largely in their respective fields of speculation. What is known as modern science investigates the phenomena of physical nature and by inferential reasoning formulates general laws there from. Its method is called inductive and its data are so-called facts – i.e., sensory observations; whereas deductive philosophy starts from axioms. Yet a scientist, in order to reason from his data at all, must necessarily use both induction and deduction.

Fundamental science is the part of science that describes the most basic objects, forces, relations between them and laws governing them. Fundamental science includes biology, chemistry, earth science and geology, physics, resource sciences, space and astronomy, biotechnology, engineering, computer and information technology.

The humanities are a group of academic subjects united by a commitment to studying aspects of the human condition and a qualitative approach that generally prevents a single paradigm from coming to define any discipline. Art, Communications, Counseling, Education, English, Foreign Languages, Literature, Philosophy, Religious Studies, Speech, Theatre are subjects distinguished from fundamental sciences.

Scientific theories simplify reality to allow us to understand basic forces and laws of the nature and society. We can observe actions and their consequences. Observation and description are not sufficient for understanding and ultimately predicting actions. Theory establishes relationships between cause and effect. We use it to interpret actions and outcomes so we can explain the process by which the actions were undertaken and the outcomes achieved. The purpose of theory in all scientific analyses is to explain the causes of phenomena we observe. To conduct analyses we frequently need to engage in abstraction. This involves making assumptions about the environment that simplify the real world enough to allow us to isolate forces of cause and effect. Any theory is a simplification of actual relationships.

Now try to translate a summary of a scientific paper from Russian into English.

Данное издание является первой попыткой систематизации и обобщения (generalization) всего опыта белорусской философской, религиозной и культурной мысли XX ст. Его контекст и критерий отбора фактографического (factual) материала определила проблема Беларуси как эпицентра (epicenter) культурно-цивилизационного взаимодействия Востока и Запада.

В антологии представлены концепции, точки зрения и суждения видных белорусских мыслителей, православных и католических деятелей, писателей, ученых, публицистов и политиков, затрагивающие комплекс (range) проблем и вопросов геокультурологического характера.

Особое внимание в публикации отведено проблеме определения культурно-цивилизационных основ белорусского этноса и народа, рассмотрению ключевых факторов формирования и этапов развития национального самосознания (self-consciousness).

Книга знакомит с белорусским видением и глубиной понимания сущности, форм и последствий влияния и взаимодействия исторических, религиозных и культурных традиций Востока и Запада в белорусском прошлом и настоящем.

Abstract Writing

Ten Steps to Writing an Effective Abstract
http://www.sfedit.net

An abstract is a condensed version of the manuscript, which highlights the major points covered, concisely describes its content and scope, and reviews its material in abbreviated form. It is usually the first section read and sets the tone of the paper for the reviewer. It must be concise and easy to read and must cover the important points of the paper.

Writing an abstract involves summarizing a whole manuscript and providing as much new information as possible. The best way to write an effective abstract is to start with a draft of the complete manuscript and follow these 10 steps:

1. Identify the major objectives and conclusions.
2. Identify phrases with keywords.
3. Identify the major results.
4. Assemble the information into a single paragraph.
5. State your hypothesis or method used.
6. Omit background information, literature review, and detailed description of methods.
7. Remove extra words and phrases.
8. Convey only the essential information.
9. Check to see if it meets the guidelines of the targeted journal.
10. Give the abstract to a colleague (preferably one who is not familiar with your work) and ask him/her whether it makes sense.

Writing an effective abstract will encourage people to read it, and increase its impact.

Many publications have a required style for abstracts. The "Guidelines for Authors" provided by the publisher will provide specific instructions. Stay within the publisher's guidelines, or your manuscript might be rejected.

Study examples of abstracts published in scientific journals.

Optimal Minimum Wage Policy in Competitive Labor Markets

David Lee, Princeton University; Emmanuel Saez, UC Berkeley

Abstract

This paper provides a theoretical analysis of optimal minimum wage policy in a perfectly competitive labor market and obtains two key results. First, we show that a binding minimum wage is nevertheless desirable if the

government values redistribution toward low wage workers and if unemployment induced by the minimum wage hits the lowest surplus workers first. Importantly, this result remains true in the presence of optimal nonlinear taxes and transfers. In that context, a binding minimum wage enhances the effectiveness of transfers to low-skilled workers as it prevents low-skilled wages from falling through incidence effects. Second, when labor supply responses are along the extensive margin only, the co-existence of a minimum wage with a positive tax rate on low-skilled work is always Pareto inefficient. Overall, our results imply that the minimum wage and subsidies for low-skilled workers are complementary policies.

Right to education – a challenge for the world?

Jelena Dzankic

Abstract

This paper examines the right to education in the international legal system, claiming that the fulfillment of this human right should be guaranteed both by international and state mechanisms. First, the paper positions the right to education within the major documents of the UN legal framework. As such, it explores the pillars of the legal standards related to education: a) non-discrimination and equality; and b) the freedom of choice of the kind and contents of the process of education. Second, the paper views the importance of the right to education in the contexts of globalization and MDGs, liaising its realization with the projects and activities of international organizations.

Anaesthesia and Intensive Care Medicine

William Ruth Spencer

Abstract

Currently, more than a quarter of the adult population smoke. This article considers the consequences both for associated disease and for perioperative complications. It also discusses the risks and benefits of stopping smoking immediately before surgery.

Cancer risks related to different energy sources

P. Boffetta, E. Cardis, H. Vainio

International Agency for Research on Cancer, Lyon

Abstract

CANCER RISKS RELATED TO DIFFERENT ENERGY SOURCES

The International Agency for Research on Cancer has previously evaluated the cancer risks associated with fossil fuel based industrial processes

such as coal gasification and coke production, substances and mixtures such as coal tars, coal tar pitch and mineral oils, and a number of substances emitted from fossil fuelled plants such as benzo[a]pyrene and other poly-cyclic aromatic hydrocarbons. On the basis of these evaluations and other evidence from the literature, the carcinogenic risks to the general population and occupational groups from the fossil fuel cycle, the nuclear fuel cycle and renewable cycles are reviewed. Cancer risks from waste disposal, accidents and misuses, and electricity distribution are also considered. No cycle appears to be totally free from cancer risk, but quantification of the effects of such exposures (in particular of those involving potential exposure to large amounts of carcinogens such as coal, oil and nuclear) requires the application of methods which are subject to considerable margins of error. Uncertainties due to inadequate data and unconfirmed assumptions are discussed. Cancer risks related to the operation of renewable energy sources are negligible, although there may be some risks from the construction of such installations. The elements of knowledge at our disposal do not encourage any attempt towards a quantitative comparative risk assessment. However, even in the absence of an accurate quantification of risk, a qualitative indication of carcinogenic hazards should lead to preventive measures.

Produce an abstract of your own. Make use of the prompts given below.

List of Expressions for Writing Abstracts

It is alleged	говорят, считают, что ...
It is announced	объявлено, что ...
It is appropriate	целесообразно, что ...
It is believed	полагают, считают, что ...
It is the case	дело обстоит так, это имеет место
It is certain	несомненно, что ...
It is considered	считают, считается, что ...
It is expected	ожидают, ожидается, что ...
It is felt	считают, что ...
It follows	отсюда (следует)
It goes without saying	само собой разумеется
It is high time	давно пора
It is known	известно, что ...
It is a matter of common(general) observation, knowledge	общеизвестно

It is a matter of experience	это дело практики
It is a matter of principle	это принципиальный вопрос
It is necessary	необходимо
It is no wonder	неудивительно
It is to be noted	необходимо заметить
It is reported	сообщается, что ...
It is said	говорят, что ...

Finish up the following sentences with the information on your research project.

1. The purpose/aim/intention of this paper is …
2. This paper deals with …
3. This paper/report contains/outlines/examines/assesses …
4. The methods used for … are discussed …
5. The results of … are presented …
6. The results indicate the dominant role of …
7. Data on … are discussed
8. It is (therefore) felt/believed/apparent/obvious that …
9. The author concludes by saying …
10. To conclude/to sum up/in conclusion/on the whole attention is drawn to the fact …
11. Our recommendation is that … should be …

Essay Writing

There are various types of argumentative compositions such as: outlining the advantages and disadvantages of a certain question, giving your opinion on a subject, providing solutions to problems and discursive essays.

Here are useful tips for argumentative essays

- Before writing your composition, first make a plan. Plans for argumentative essays are given below.

Paragraph Plans for Argumentative Essays

	Introduction	**Main Body**		**Conclusion**
Advantages/ Disadvan-tages	**Paragraph 1** state topic	**Paragraph 2** advantages/ arguments for	**Paragraph 3** disadvantages/ arguments against	**Final Paragraph** Give a balanced consideration or your opinion without using personal words or expression

	Introduction	Main Body		Conclusion
Expressing opinions	**Paragraph 1** state opinion	**Paragraph 2** argument 1 & reason	**Paragraph 3** argument 2 & reason	**Final Paragraph** restate opinion using different words
* When writing an argumentative essay expressing opinion, you may include the opposite point of view (other people's opinion) in a separate paragraph before the conclusion.				
Providing solutions	**Paragraph 1** state the problem	**Paragraph 2** suggestion 1 & reason	**Paragraph 3** suggestion 2 & reason	**Final Paragraph** summarise opinion or give best suggestion and reason
Discursive essays	**Paragraph 1** state topic	**Paragraph 2** one point of view (e.g. political)	**Paragraph 3** another point of view (e.g. economic)	**Final Paragraph** give your own opinion based the points already mentioned

- organize your thoughts before beginning writing and organize your paragraphs well;
- start a new paragraph for each new point you make. Each paragraph should start with a key sentence (a key sentence is a sentence which summarises the paragraph). You should provide examples and reasons to justify your points of view;
- use formal style – do not include colloquial English;
- do not use short forms;
- use correct grammar, vocabulary, and spelling. Use vocabulary and grammatical constructions that you are sure of. It is better to write simply and correctly than to try to write eloquently but make errors;
- avoid strong feelings (don't say: everybody hates …, or it is absurd to believe …);
- use generalisations (e.g. children assume/regard), but do not use overgeneralisations (e.g. all children assume that …);
- do not use strong personal expressions (e.g. I know) – use milder language (e.g. In my view, it seems to me that, in my opinion, I tend to believe, etc.);
- use linking words (e.g. even though, on the other hand, yet, etc.)
- use sequencing (e.g. first, then, finally, etc.)
- make reference to other sources (e.g. Police officials believe that …)
- give examples – not personal thoughts (e.g. excessive intake of alcohol can damage the liver);
- do not refer blindly to statistics unless you are certain of a source (don't say: "According to statistics, my statement about students is precise." Which statistics?);

- use quotations or paraphrasing of quotations;
- keep your essays to no more than 200 or 300 words;

Read the two models of essays and give reasons why model A is good and model B is bad. Then, re-read the good model and underline the linking words (consult the Supplement p. 184).

Model A

Competition – Productive or Destructive?

Competition has long been the driving force behind improvements in areas such as world trade and sports performance. However, much can be said against the desire to come first. As Bernard Hunt, a British journalist said, "Winning is a drug. Once you have experienced it, you cannot do without it."

The main disadvantage of competition is that it can encourage dishonesty. This is illustrated by the large numbers of athletes who are disqualified from events every year for having taken harmful drugs to improve their performance. Politicians have also been known to be untruthful when they want to win an election so much that they will lie to get votes. In industry, the competition to produce more goods at cheaper prices is so great that it can lead companies to open factories in poor countries where they can exploit employees by making them work long hours for low wages.

On the other hand, competition in sport means that athletes have to make the greatest effort they can, which is an exciting thing to watch. Because of competition in the political arena, politicians are encouraged to make visible improvements to the country in an effort to gain voters' support, which in the end benefits everyone. Finally, competition in industry tends to lead to lower prices, which is undoubtedly beneficial for consumers.

To conclude, competition has both good and bad points. Although it can result in dishonesty and exploitation, its benefits outweigh its drawbacks and have a positive effect on many aspects of our lives. Moreover, the competitive spirit is always with us, and is difficult to control, however hard one tries.

Model B

Competition – Productive or Destructive?

In some ways competition is good. In some ways competition is bad. It's good when it makes things better, such as business and sports. It's bad when it hurts people.

Competition is bad if it makes people not tell the truth, e.g. politicians. I hate politicians that don't tell the truth! I hate them! All athletes who are too competitive take drugs to make them run faster, etc. Someone I know was thrown off the track team at school for taking such drugs. The whole world knows that this is bad for their bodies. Factories try to compete too much when they pay lousy wages to poor people in poor countries.

Competition is good because athletes want to get better at sports and politicians try to make their countries better and factory products get cheaper.

So you see, competition has its good and its bad sides but statistics prove that competition is more beneficial than harmful.

> ***In writing essays one is sure to use linking elements to make the narration better structured. Read and translate the sentences which illustrate the use of linking elements in context, underline them.***

1. It is my firm belief, that these experimental data do not agree with the preliminary observations.
2. Last but not least, could (can) you interpret these findings?
3. Your choice of career is both a fundamental decision and something that will influence the rest of your life.
4. According to the latest findings the use of mobile phones can be damaging to one's health in the long run.
5. To some extent this is true but computers will always need human input.
6. Needless to say, the scheme/project was bound to fail due to insufficient funds.
7. It is a well-known fact that this assumption is reasonable.
8. The fact that a great number of university graduates cannot find employment contradicts the belief that a university education is the key to a successful career.
9. He had collected every edition of the magazine but for one.
10. To put it another way, this approach is useful.
11. I would like to make two comments. First, to obtain accurate data one cannot use subjective techniques. Second(ly), the facts should be taken from reliable sources.

> ***Write an essay on the fundamental issues of your area of studies. Use as many linking words as possible.***

In Focus

Expressing that information is wrong

Adjectives	Examples
mistaken incorrect inadequate contradictory invalid misguided misleading	There are solid arguments in Section A, but conclusions in Section B show that the author is *mistaken* and lacks hard evidence. I'm afraid the results of the experiment are *incorrect* and they need redoing. Current responses to the global energy crisis are *inadequate*, scientists warn. I don't think the two different analyses are compatible, it is not surprising that you had problems matching the two results, which could be viewed almost *contradictory*. We will only know the answer when we gather a lot more data otherwise some of the conclusions may be *invalid.* The search for a unified theory of the human mind is *misguided*, says a psychologist. Conclusions drawn on limited data can be *misleading*.

Grammar Review: Participle I and Participle Constructions

Step 1: ***Translation tips:***

1. Difficulties occurring during the research are inevitable.
   Трудности, возникающие во время исследования, неизбежны.
2. Here is example showing the peculiarities of this process.
   Приводится пример, показывающий особенности этого процесса.
3. The son following his father devoted his life to science.
   Сын вслед за отцом посвятил свою жизнь науке.
4. Having written the article the postgraduate student showed it to his supervisor.
   Написав статью, аспирант показал ее научному руководителю.
5. When carrying out the experiment the scientist was sure that he was on the right way.
   Проводя эксперимент, ученый был уверен, что он на правильном пути.
6. My supervisor being away, I had nobody to ask for advice.
   Так как мой научный руководитель отсутствовал, мне не к кому было обратиться за советом.

7. Other conditions being equal, the purity of the experiment is guaranteed.
   При прочих равных условиях чистота эксперимента гарантирована.
8. We continued our experiment, with several postgraduate students helping us.
   Мы продолжали наш эксперимент, причем несколько аспирантов помогали нам.
9. This question is rather complicated, belonging as it does to the field which has not been investigated yet.
   Этот вопрос довольно сложный, поскольку он относится к области, которая пока не изучена.
10. The microscope having been repaired, the researcher proceeded with his observation.
   Исследователь продолжал свои наблюдения после того, как микроскоп починили.
11. They watched his interest gradually increasing.
   Они следили (за тем), как его интерес постепенно возрастал.
12. The results were found attracting many scientists.
   Оказалось, что результаты привлекают многих ученых.

Step 2. ***Translate into Russian.***

1. They are all private institutions receiving direct grants from central government.
2. An abstract or summary is published together with a research article giving the reader a “preview” of what is to come.
3. It is evident that the notion of an “ideal” supervisor changes depending on the state the student has reached.
4. Seven completely new universities were founded in addition, all of them establishing campuses on the edges of historic towns without industry.
5. When undertaking such a degree students will be trained in research methods and given a high level study of a subject or problem.
6. Other factors being excluded, the prediction seems to come true.
7. Subsequent stages might find the supervisor operating more like a coach building up skills and confidence, and then finally acting more like a colleague and equal.
8. Writing the paper the student realized how difficult it was for him to express his ideas.
9. Having finished his report the student answered numerous questions.
10. Objections to the plan, supposing there are any, should be reported to the committee.
11. Following the discussion, the committee is to study the report and put forward its proposals.

12. Good working relationship should exist between supervisors and students, with the supervisors providing encouragement, personal support and guidance at all stages.
13. When planning to attend a conference, there are steps you can take to make you sure your conference experience is just what you need.
14. A C.V. is often required for those applying to graduate or professional programmes, being employed with international firms, or when promoting oneself within professional or academic fields.
15. Each questionnaire item asked respondents to choose one out of six options, with the two extremes being "very dissatisfied" and "completely satisfied".
16. While taking part in conferences he got acquainted with many researchers.
17. Having looked through a lot of journals and papers the student began to write the report.

Step 3. ***Translate into English.***

1. Трудности, возникающие в процессе исследования, следует тщательно проанализировать.
2. Оставив доклад на столе научного руководителя, Майкл вышел из кабинета.
3. Получив конкретные данные, мы можем приступить к их интерпретации.
4. Проводя опыт, ученый осознал, что не все было предусмотрено.
5. Так как в конференц-зале было много народу, мы не могли найти свободные места.
6. После того как научный руководитель присоединился к группе, аспиранты продолжили эксперимент.
7. Обращаясь к главной задаче исследования, следует сказать, что она не была полностью решена.
8. Обучаясь в аспирантуре, мы должны помнить о том, что время летит очень быстро и сроки завершения работы близки.
9. Всем аспирантам, ведущим исследования, назначаются научные руководители из числа специалистов соответствующей области знаний.
10. Завершив свой доклад, он принял участие в дискуссии.
11. Так как многие вопросы были тщательно подготовлены, заседание кафедры длилось недолго.
12. Университеты, желающие конкурировать со всемирно признанными вузами, были вынуждены совершенствовать свои учебные программы.

13. Определяя степень успеха исследовательской работы, научному руководителю важно оценить новизну и актуальность полученных результатов.
14. Каждый университет имеет свою организационную структуру, которая обычно включает ряд факультетов, причем каждый представлен несколькими кафедрами.
15. Конференция может приобретать различный статус в зависимости от размаха и проблемного поля.
16. После того как статья была откорректирована, она была сдана в печать.
17. Поскольку документ не был подписан, он не имел законной силы.
18. Так как он долго работал над диссертацией, его тема потеряла свою актуальность.

Grammar Review: Participle II and Participle Constructions

Step 1. ***Translation tips:***

1. The result obtained was thoroughly analysed.
   Полученный результат был тщательно проанализирован.
2. The conclusion at this stage is more valuable than that made earlier.
   Вывод на этом этапе является более ценным, чем тот, который был получен ранее.
3. Let me introduce the latest research so much spoken about.
   Позвольте мне представить последнее исследование, о котором так много говорят.
4. The report followed by a great number of questions was very topical.
   Доклад, за которым последовало множество вопросов, был актуальным.
5. Mr Warner followed by his son devoted their lives to science.
   Мистер Варнер, а впоследствии и его сын посвятили себя науке.
6. Considered from this point of view the question is worth discussing.
   При рассмотрении с этой точки зрения данный вопрос стоит обсудить.
7. Stated in a simple form the aim of the research is as follows.
   Если сформулировать просто, цель исследования такова.
8. The article, published as it was in a small journal, remained unnoticed for a long time.
   Поскольку статья была напечатана в небольшом научном журнале, она оставалась незамеченной в течение долгого времени.

9. I heard <u>your name mentioned</u> at the conference.
   Я слышал, <u>что ваше имя упомянули</u> на конференции.

Step 2. ***Translate into Russian.***

1. Based on learning, the evolution of education is built on the evolution of species.
2. The discussion followed contained some useful ideas.
3. This misunderstanding, taken from an actual case study, shows that good communication is absolutely crucial to productive, successful student-supervisor relations.
4. Usually you explain or defend your thesis with reasons and evidence gained from your own personal experience.
5. There is a great demand for specialists with postgraduate degrees related to a specific field of professional activity such as business or administration.
6. The theory explains certain phenomena not otherwise accounted for.
7. The explanation given is by no means exhaustive.
8. Many part-time students choose to follow a programme of study in collaboration with their employer, and the supervision provided both by the university and the place of work seems to be very effective.
9. The problem appeared solved when parallel discoveries were made.
10. The range of opportunities offered is extensive, from one- year full-time/part-time taught courses to three or more years of independent study for a research doctorate.
11. Rutherford's research work followed by many experiments of other scientists made a great contribution into science.
12. When thoroughly analysed this theory cannot be contradictive.
13. Unless otherwise stated the condition is as follows.
14. Seen in this context, the ranges of applicability and reliability of the method may be assessed.
15. The procedure followed by this investigator was suggested by Mr. Brown.

Step 3. ***Translate into English.***

1. Исследуемая проблема очень важна.
2. Значимость рассматриваемых результатов до сих пор еще не понята.
3. Все зависит от числа студентов, вовлеченных в эту работу.
4. Метод, которого придерживался наш аспирант, был простым.
5. Поскольку заявление не было подписано, его не могли рассмотреть на заседании Совета.
6. Он получил требуемый результат, как указано выше.

7. Статья, на которую ссылаются выше, затрагивает психологический аспект этой проблемы.
8. Исследование, о котором много говорят, не оправдало надежды.
9. Многочисленные вопросы, на которые отвечал докладчик, спровоцировали длительную дискуссию.
10. Работа, выполненная молодым ученым, привлекла к себе внимание специалистов из других областей знаний.
11. Научное руководство рассматривается как форма обучения.
12. Виды деятельности, представленные в этой статье, развивают коммуникативные навыки студентов.
13. Полученные результаты противоречили имеющимся данным.
14. Данные, на которые ссылаются в этой статье, уже были опубликованы.
15. Наше внимание будет сосредоточено на методах, используемых в различных научных исследованиях.

Reports from around the world

Disarmament

I. Read the article. Comment on the meaning of the highlighted words and expressions; summarize the text.

Duma votes in favour of START deal

By Andy Potts

Russia's Duma has finally **ratified** the replacement to the START[1] **arms-control dea**l. In a vote on Tuesday evening 350 representatives of the lower house of the national parliament **endorsed the deal**, 96 opposed it and one abstained. However, the vexed issue of NATO's proposed European missile defence shield still affected the debate. Prior to the poll Konstantin Kosachev, head of the Duma's international affairs committee, restated Russia's willingness to walk away if there was any attempt to sneak in strategic defensive weapons without applying them to the terms of the treaty, RIA Novosti reported.

The treaty was agreed by presidents Dmitry Medvedev and Barack Obama and signed in April 2010 in Prague (went into force on 26 January 2011). The **previous arms-control treaty expired** in Dec. 2009. But it took until late last year for the US Senate to get the document ratified, amid fears of a Republican revolt which could have spoiled the whole thing. Russia's two houses, the Duma and the Federation Council, have now recommended the treaty for approval, removing any remaining obstacles before the text is officially adopted. The **terms of the agreement** limit **deployed strategic nuclear weapons** to 1,550, and **restrict deployable ICBM carriers** to 700.

Note:

START (for **S**trategic **A**rms **R**eduction **T**reaty) was a bilateral treaty between the United States of America and the Union of Soviet Socialist Republics (USSR) **on the Reduction and Limitation of Strategic Offensive Arms**. The treaty was signed on 31 July 1991 and entered into force on 5 December 1994. The treaty barred its signatories from deploying more than 6,000 **nuclear warheads** atop a total of 1,600 **ICBMs** (intercontinental ballistic missiles), **submarine-launched ballistic missiles,** and bombers. START negotiated the largest and most complex arms control treaty in history, and its final implementation in late 2001 resulted in the removal of about 80 percent of all strategic nuclear weapons then in existence. Proposed by United States President Ronald Reagan, it was renamed *START I* after negotiations began on the second *START* treaty, which became *START II.*

II. Read the information below. Extract the topical vocabulary.

Disarmament is the act of reducing, limiting, or abolishing weapons. Disarmament generally refers to a country's military or specific type of weaponry. Disarmament is often taken to mean total elimination of weapons of mass destruction, such as nuclear arms. General and Complete Disarmament refers to the removal of all weaponry, including conventional arms.

Nuclear disarmament refers to both the act of reducing or eliminating nuclear weapons and to the end state of a nuclear-free world, in which nuclear weapons are completely eliminated.

Proponents of nuclear disarmament say that it would lessen the probability of nuclear war occurring, especially accidentally. Critics of nuclear disarmament say that it would undermine deterrence.

Major nuclear disarmament groups include Campaign for Nuclear Disarmament, Greenpeace and International Physicians for the Prevention of Nuclear War. There have been many large anti-nuclear demonstrations and protests. On June 12, 1982, one million people demonstrated in New York City's Central Park against nuclear weapons and for an end to the cold war arms race. It was the largest anti-nuclear protest and the largest political demonstration in American history.

(From Wikipedia, the free encyclopedia)

III. Translate into Russian.

Disarmament Barriers

The political and economic barriers to disarmament are considerable, mostly based on the concentrated power of those supporting <u>militaristic</u> approaches to foreign policy. One key barrier is ideological. Many foundations and universities have failed to support research in disarmament,

instead favoring more ad hoc and limited approaches like arms control, conflict resolution, and limits on weapons systems in specific countries. Part of this may be pragmatism, but often it is the result of a limited understanding of the history of disarmament. Attempts to restrict nuclear proliferation are of course a necessity. Supporting these efforts would be assisted by checking the link between military intervention and nuclear proliferation. Many countries fearful of being invaded, particularly by the U.S., have tried to secure or develop nuclear weapons. As a result, policies to limit military interventions may be part of a larger demilitarization program.

IV. Translate into English using the prompts.

1. Решение проблемы разоружения явилось бы важнейшим фактором в борьбе за обеспечение всеобщего мира.	**settlement** **providing universal peace**
2. Комитет Генеральной Ассамблеи ООН приступил к обсуждению комплекса вопросов, относящихся к проблеме полного и всеобщего разоружения.	**Committee of UN General Assembly** **joined issue**
3. Правительство будет содействовать быстрейшему заключению договора о нераспространении ядерного оружия и созданию такой международной атмосферы, в которой можно было бы предпринять действенные шаги в области разоружения.	**promote** **nonproliferation of nuclear weapons** **take practical steps**
4. Этот договор явится важным вкладом в дело предотвращения угрозы ядерной войны, в обеспечение мира и безопасности во всем мире.	**contribution** **prevention of threat**
5. В договор включена новая статья, обязывающая его участников вести переговоры об эффективных мерах прекращения гонки ядерных вооружений, а также о достижении соглашения о всеобщем и полном разоружении.	**nuclear arms race** **reaching agreement**
6. Договор о неприменении силы во взаимных отношениях и невмешательстве во внутренние дела мог бы создать приемлемые рамки для постепенного обеспечения европейской безопасности.	**non-use of force** **noninterference in other countries' affairs**

SectioN – VII

REPORTING AND PRESENTATIONS

For many people delivering reports is an important and regular part of their work. Although reports tend to be conventional in organization and style, still they are made according to certain patterns.

A successful report should consist of:

a) an introductory paragraph which clearly states the purpose and content of the report;
b) a main body in which the relevant information is presented in detail under suitable subheadings; and
c) a conclusion which summarizes the information given, and may include an opinion and/or suggestion/recommendation.

Points to consider

- Give your report an appropriate title, then carefully plan the information you will present. Think of suitable subheadings, then decide on the information you will include under each subheading. The subheadings should be used to indicate the beginning of each new section. Use linking words to join your ideas.
- Before you write your report you should think who the report is addressed to.
- Reports should be written in a formal style (complex sentences, non-colloquial English, frequent use of the passive, linking words/phrases, useful formal language).

There are various types of reports, such as assessment reports, informative reports, survey reports, proposal reports, work reports, investigation reports, research reports.

Postgraduate students may eventually be asked to write a research report.

The contents and organization of the research report are predictable and include statements or information about the following:

- the problem to be studied and why this problem is of interest;
- the purpose of or rationale for the present study;
- a summary of other research that has been done;
- the design of the experiment, if there is any, including the subjects, the variables/factors tested in the experiment and how and what type of information was obtained;
- what the findings tell us about the problem;
- areas for further research.

Basic Framework for a Research Report

Preliminaries	1	The title	The fewest words possible that adequately describe the paper
	2	Acknowledgements	Thanking colleagues, supervisors, sponsors, etc. for their assistance.
	3	List of contents	The sections, in sequence, included in the report.
	4	List of figures/tables	The sequence of charts or diagrams that appear in the text.
Introduction	5	The abstract	An extremely concise summary of the contents of the report, including the conclusions. It provides an overview of the whole report for the reader.
	6	Statement of the problem	A brief discussion of the nature of the research and the reasons for undertaking it. A clear declaration of proposals and hypotheses.
Main body	7	Review of the literature	A survey of selective, relevant and appropriate reading, both of primary and secondary source materials. Evidence of original and critical thought applied to books and journals.
	8	Design of the investigation	A statement and discussion of the hypotheses, and the theoretical structure in which they will be tested and examined, together with the methods used.
	9	Measurement techniques used	Detailed descriptions and discussion of testing devices used. Presentation of data supporting validity and reliability. A discussion of the analysis to be applied to the results to test the hypotheses.
	10	Results	The presentation in a logical order of information and data on which a decision can be made to accept or reject the hypotheses.

Conclusion	11	Discussion and conclusion	The presentation of principles, relationships, correlations and generalizations shown by the results. Interpretation of the results and their relationship to the research problem and hypotheses. Making deductions and inferences, and the implications for the research. Making recommendations.
	12	Summary	A concise account of the main findings, and the inferences drawn from them.
Extras	13	Bibliography	An accurate listing in strict alphabetical order of all the sources cited in the text.
	14	Appendices	A compilation of important data and explanatory and illustrative material, placed outside the main body of the text.

Note:

1. There may be slight variations to the above. For example, the abstract may be separate and appear at the very beginning of the report. In its place there may be a section entitled 'Outline of the research'. 9 may be called 'Methods and procedures'. 11 may include 'Recommendations and suggestions for further research'.
2. In abbreviated form, the traditional structure of a scientific or technical report is IMRAD = Introduction, Methods, Results and Discussion.

Study the text "Science for Society". Use additional information and deliver a report devoted to the role of science in modern society.

Science for Society

Today, more than ever, science is a vital source of educational, intellectual and cultural enrichment. When we talk of knowledge societies and knowledge economies, we are in practice pointing out that they are, in a fundamental way, science-based.

Science leads to technological advances and economic benefits that offer unique opportunities to meet basic human needs, reduce poverty, protect the environment and improve the quality of life.

The promotion of science and the use of its fruits require sustained political commitment and long-term action.

The essential function of the basic sciences is to carry out a thorough inquiry, leading to new scientific knowledge that enhances our understanding of natural phenomena. Increasingly, however, the "disinterested" model of scientific endeavour does not correspond to a reality in which there are strong expectations that science should lead to technological advances and improve people's lives.

However, there are tensions here. Although the basic sciences have nowadays become an indispensable tool for development, the benefits of science are still unevenly distributed. Many developing countries in particular find themselves largely excluded not only from the benefits of the basic sciences but also from the very processes through which scientific knowledge is generated.

When talking about "challenges for science in the twenty-first century" one must recognize that, by its very nature, science is a cooperative endeavour and an activity without national borders. It has a remarkable capacity to mobilize intellectual effort on both theoretical and practical problems. By sharing scientific knowledge and joining together in making advances in science and technology, scientists are utilizing powerful means to promote international cooperation.

Scientific knowledge has led to remarkable innovations that have been of great benefit to humankind. Life expectancy has increased strikingly, and cures have been discovered for many diseases. Agricultural output has risen significantly in many parts of the world to meet growing population needs. Technological developments and the use of new energy sources have created the opportunity to free humankind from arduous labour. They have also enabled the generation of an expanding and complex range of industrial products and processes. Technologies based on new methods of communication, information handling and computation have brought unprecedented opportunities and challenges for the scientific endeavour as well as for society at large. Steadily improving scientific knowledge on the origin, functions and evolution of the universe and of life provides humankind with conceptual and practical approaches that profoundly influence its conduct and prospects.

At the same time, science itself is undergoing rapid change, with an "explosive" development of new fields, concepts, methodologies and potential applications.

It is often difficult to see the long-term consequences of scientific advance and its applications, and this heightens our sense of vulnerability. But it has also raised important moral, social, legal and cultural challenges.

The convergence of the information and life sciences has led to considerable progress in genetics and biotechnology. Human life, even the concept of life itself, is now challenged by advances in the biosciences and by the development of biomedical and genetic techniques.

Today, whilst unprecedented advances in the sciences are foreseen, there is a need for a vigorous and informed democratic debate on the production and use of scientific knowledge. Greater interdisciplinary efforts, involving both

natural and social sciences, are a prerequisite for dealing with ethical, social, cultural, environmental, gender, economic and health issues.

One of the main challenges facing the basic sciences today is the fact that fewer and fewer talented youngsters seem to be interested in science, a global trend that seems to be leaving the faculties of mathematics, physics and chemistry empty. And young people are increasingly turning away from science as a career. This is a worrying trend, the reasons for which are multiple and complex. This decline of interest in science and scientific careers must be counteracted for it threatens the sustainability of the scientific enterprise itself and, by extension, the prospects for using science for development.

Another challenge, of course, is the brain drain. For developing countries to be in a position to exploit what science offers, there is a clear need to build a critical mass of people involved in science and technology. Continual, large-scale brain drain, however, is a serious challenge to efforts to nurture and maintain sufficient numbers of highly qualified and innovative scientists and engineers. Effective encouragements need to be found to induce them to remain in or return to their countries. Strategies to facilitate this need to be developed, such as the building of working connections between research groups in major educational and research institutions; setting up centres and networks of excellence; and creating innovative partnerships.

Another operational issue to address as a priority is the involvement of industrialists in the common action supporting science for development. The improvement of science-industry cooperation is not always easy but, if successful, it opens up important possibilities for all concerned.

The problems the human society is facing today are numerous and diverse. They can be solved with greater success and no doubt in a shorter time if we manage to unite our efforts and promote cooperation worldwide.

Study the texts given below, use additional information resources and deliver a report on your special field of knowledge.

The Nature of Law

The law affects us all from the moment we are born. We may not like it, but for better or for worse, we live in a society that is bound by rules.

Society, by one means or another, has developed a formal system of rules which are designed to be both observed and enforced. If an individual breaks a legal rule he or she will be penalised in some way. That is what the law is about: it consists of minimum standards of conduct which all members of society are expected to follow.

The concept of justice lies deep in the conscience of all civilized peoples. What that justice is, however, a reflection of the customs and laws of that civilization, and derives from the morality of the people as expounded by their law makers.

All civilized societies have had their codes of law, at least from the time of Hammurabi, the founder of the Babylonian Empire in the third millenium *BC.* Law is the latticework of civilization and throughout history a few outstanding law makers have shone forth like stars, to illumine the course of justice, some like Solomon as judges, others such as Justinian as great codifiers.

Yet the thought that there can be a theory of law, that is a set of systematically related true propositions about the nature of law, has been challenged, and from several directions. None of the challenges is entirely successful.

A theory of law in a narrow sense refers to **an explanation of the nature of law.** It is a sense central to philosophical reflection about the law throughout its history.

A theory of law is successful if it meets two criteria: first, it consists of propositions about the law which are *necessarily* true, and, second, they *explain* what the law is.

Naturally, the essential properties of the law are universal characteristics of law. They are to be found in law wherever and whenever it exists. Moreover, these properties are universal properties of the law not accidentally, and not because of any prevailing economic or social circumstances, but because there is no law without them.

The most usual meaning of the phrase 'the law' is that of a legal rule. Legal rules influence many different aspects of life. Secondly, "the law" is the complete body of all those individual rules that bind society together. Thirdly, the phrase may also mean the process by which rules are made and applied. The development, the content and the application of those rules add up to a *legal system,* complete with judges, courts, solicitors, barristers, police and indeed politicians in their role as law-makers (legislators).

The understanding (not definition) of such concepts as responsibility, liberty, authority, scientific knowledge, justice, right/wrong, etc. is a necessary prerequisite for answering some crucial questions about the regulation of social conduct and the conflicts derived from it:

– What are the principles and standards we should agree upon so that social life can unfold harmoniously on both local and planetary levels?
– Why are these principles and standards valid?
– What does each individual owe to the other individuals with whom he shares the social praxis?

- What is it that I, as an individual who interacts socially, can believe, or say or do?
- Which social ills could law attempt to lessen?
- How could this be achieved?
- For which social ills is each individual responsible and to what degree?
- Why am I responsible for the social consequences of my conduct?

At the end of the twentieth century we are forced to recognize:

- That law is in itself a culturally specific discursive form.
- That there is no pre-existent uniformity of values that explains a culture; there *is* cultural heterogeneity and multiplicity. Consequently,
- The authority of law based on a metanorm hierarchically superior to and underlying positive law, or on a social purpose legitimated by one culture only, has become increasingly problematic.

English law divides principally into two categories – criminal or public and civil or private. Criminal law concerns matters deemed by society to be so serious that in the event of a person transgressing a legal rule it is society itself which must punish the wrong-doer.

Civil law is concerned with disputes between individuals or indeed groups of individuals such as public companies and corporations. Society will lay down the framework of legal rules within which such disputes must be settled. But society itself is not a party to any legal proceedings; it acts more as a referee. Indeed the object of civil law is to compensate the injured party, rather than to punish the 'wrong-doer'. One individual *sues* another.

All that appears to imply that in terms of society's morality and values civil matters are less serious or less weighty than criminal issues.

It is possible to speak in terms of three branches of the law, the third being constitutional and administrative law. This area of legal rules covers such matters as the powers of Parliament and the Government, the powers of the police and the administration of justice, personal freedoms including race relations and immigration, and the freedoms of expression and assembly. The greater part of such administrative law will fall under civil law in the broadest sense and the rest under criminal law. Other countries take a different approach, however.

Law, far from being a complete and static system, is a dynamic system continually being created and modified. This condition of dynamism is already a commonplace in legal theory.

The law does not stand still. The public's attitudes and habits do change, human nature being an odd mixture of both the rational and the irrational, of both conservatism and radicalism. The legal system – including judicial outlook – has to accommodate itself to such shifts in the climate of opinions. Nonetheless the law may move slowly: change, whether societal or legal, is not necessarily rapid.

Economics

The term *economics* was coined around 1870 and popularized by Alfred Marshall, as a substitute for the earlier term *political economy* which has been used through the 18th–19th centuries, with Adam Smith, David Ricardo and Karl Marx as its main thinkers and which today is frequently referred to as the "classical" economic theory. Economic thought may be roughly divided into three phases: Premodern (Greek, Roman, Arab), Early modern (mercantilist, physiocrats) and Modern (since Adam Smith in the late 18th century). Systematic economic theory has been developed mainly since the birth of the modern era.

Economics has been recognized as a special area of study for over a century. The term **Economics** derived from the Greek words οίκω [okos], 'house', and νέμω [nemo], 'rules' hence it means *household management*. There is no unanimous consensus upon its definition. Various definitions describe different aspects of this social science. We may mention some of them. Economics is:

- the social science that studies the allocation of scarce resources to satisfy unlimited wants. This involves analyzing the production, distribution, trade and consumption of goods and services, and their management;
- the study of choice and decision-making in a world of limited resources;
- the science that deals with the production, distribution, and consumption of wealth, and with the various related problems of labor, finance, taxation, etc.;
- research on such factors as interest rates, gross national product, inflation, unemployment, and inventories, as tools to predict the direction of the economy.

Economics is said to be *normative* when it recommends one choice over another, or when a subjective value judgment is made. Conversely, economics is said to be *positive* when it tries objectively to predict and explain consequences of choices, given a set of assumptions and/or a set of observations.

Economics is the study of how society chooses to allocate its scarce resources to the production of goods and services in order to satisfy unlimited wants. Society makes two kinds of choices: economy-wide, or macro, choices and individual, or micro, choices. The prefixes macro and micro come from the Greek words meaning “large” and “small,” respectively. Reflecting the macro and micro perspectives, economics consists of two main branches: macroeconomics and microeconomics.

Microeconomics (literally, *very small economics*) is the study of the economic behaviour of individual consumers, firms, and industries and the distribution of production and income among them. It considers individuals

both as suppliers of labour and capital and as the ultimate consumers of the final product. It analyzes firms both as suppliers of products and as consumers of labour and capital. It deals with individual agents, such as households and businesses.

Microeconomics seeks to analyze the market form or other types of mechanisms that establish relative prices amongst goods and services and/or allocates society's resources amongst their many alternative uses.

Macroeconomics considers the economy as a whole, in which case it considers aggregate supply and demand for money, capital and commodities. Aspects receiving particular attention in economics are resource allocation, production, distribution, trade, and competition. Economic logic is increasingly applied to any problem that involves choice under scarcity or determining economic value.

There appear to be three **methods** by which economic phenomena may be investigated. The first consists mainly in *deductive analysis*. Proceeding from a few simple premises based upon general observation a researcher makes broad generalizations. The second is the *historical method*, which seeks an understanding of existing institutions by tracing their evolutions from their origins in the past. The third is *statistical induction*, which endeavours, by the analysis of numerical data, to develop quantitative knowledge of economic phenomena. Anyway, it is now coming to be recognized that these methods are complementary rather than mutually exclusive.

A successful theory provides insights into the physical or social relationships it studies. Economic theories are developed to explain such important observable quantities as the production, prices and consumption of goods and services, the employment of workers, and levels of saving and investment.

Economic variables are quantities that can have more than one value. For example, the price of an item is an economic variable representing what we must give up in exchange for each unit of that item. Price is an economic variable because it can go up or down as changes occur in the economy. An economic theory of price seeks to determine the causes for changes in the price of an item.

An economic model is a simplified way of expressing how some sector of the economy functions. An economic model contains assumptions that establish relationships among economic variables. We use logic, graphs, or mathematics to determine the consequences of the assumptions. In this way we can use the model to make predictions about how a change in economic conditions results in changes in decisions affecting economic variables. Economists often use the term “model” as a synonym for theory.

Understanding History

The study of the past is called history. When we set out to study history, we are able to draw the people and events of ancient times closer to us. Studying the past allows us to “see” the faces of the famous and the nameless people who lived thousands of years before us. It helps us understand what their lives were like. We can see how our lives are similar to theirs and also how they are different. We can see how people of the distant past had to face some of the very same problems we face today. And we can appreciate connections that bind together people and all time periods and all areas of the world.

What can the past tell us about the problems of today? By studying the past, we can see how previous cultures dealt with similar problems. We can understand the effects of their actions, and we can make judgments about how our actions might affect the future.

In our multicultural world we must understand the history of other cultures in order to solve problems together. By studying the past we can see the roots of the present and we can better understand our world neighbours. Learning about the past gives us a framework for making decisions about the issues that wee face today. It also helps us understand how our actions will affect the people of tomorrow.

History has been called a conversation between the present and the past. People of the past communicate with people of today through the writing, artifacts and structures they leave behind.

Every generation sees the world differently. And because each generation and each individual looks at things from a new point of view, history is always open to different interpretations.

History also has been compared to a jigsaw puzzle. Some pieces of the puzzle have been lost forever. Pieces once considered lost have now been found. The available pieces can be fitted together in many ways. Each generation of historians tries to put together the available pieces of the puzzle and to interpret the picture that emerges. In doing so we hope to understand not only what happened in the past, but how it happened and why it happened.

History – record of the events of human societies. The earliest surviving historical records are the inscriptions denoting the achievements of Egyptian and Babylonian Kings. As a literary form historical writing or historiography began with the Greek Herodotus in the 5^{th} century BC, who was first to pass beyond the limits of a purely national outlook. A generation later, Thucydides brought to history a strong sense of the political and military ambitions of his native Athens. His close account of the Peloponnesian War was continued by Xenophon. Later Greek history and Roman history tended toward rhetoric.

Medieval history was dominated by a religious philosophy sustained by the Christian church. English chroniclers of this period are Bede, William Malmesbury and Matthew Paris.

The Renaissance revived historical writing and the study of history both by restoring classical models and by creating the science of textual criticism.

A product of new secular spirit was Machiavelli's History of Florence 1520-23. This critical approach continued into the 17th century. The 18th century Enlightenment disposed of the attempt to explain history in theological terms and an interpretive masterpiece was produced by Edward Gibbon.

An attempt to formulate historical method and a philosophy of history, that of the Italian Giovanni Vico, remained almost unknown until the 19th century Romanticism left its mark on 19th–century historical writing in the tendency to exalt the contribution of the individual "hero", and in the introduction of a more colourful and dramatic style and treatment, variously illustrated in the works of the French historican Jules Michelet (1798–1874) and the British writers Carlyle and Macaulay.

During the 20th century the study of history has been revolutionized, partly through the contributions of other disciplines, such as the sciences and anthropology. The deciphering of the Egyptian and Babylonian inscriptions was of great importance. Researchers and archaeologists have traced developments in prehistory and have revealed forgotten civilizations such as that of Crete. Anthropological studies of primitive Society and religion, which began with James Frazer's Golden Bough 1890, have attempted to analyse the bases of later forms of social organizations and belief. The changes brought about by the Industrial Revolution and the accompanying perception of economics as a science forced historians to turn their attention to economic questions.

Contemporary historians make a distinction between historical evidence or records, historical writing and historical method or approaches to the study of history. Contemporary historians make extensive use of statistics, population figures and primary records to justify historical arguments. Historians do not just collect facts, they examine the information they collect and then decide how to interpret it.

> ***The reports are often made in the form of presentations. Further you will find information on how to make your presentation effective.***

Making an Effective Presentation

A presentation is a report one gives to an audience. It can be a short report, a long analysis, a narrative of any length, formal, or informal. Whether oral or written, the presentation format should be clear and organized.

Simplicity, clarity and brevity are characteristic features of perfect presentation. The best presenters take the view that presenting is not formalized public speaking, it is a dynamic way of dealing with people.

If you want to be effective you are to maintain the delicate balance and proportion dealing with the three essential elements of presenting: presenter – audience – message.

Thus, you are to study how to do it.

1. Work on your image. Perceptions are sometimes more powerful than facts! First impressions influence the audience's attitudes to you. Wear an outfit that you know and love, not something new or fussy to feel comfortable.

2. Know your audience, their background and their motives. The factor of the listener is one of the most important parameters of effective communication. The golden rule of public speaking is that you should always keep your audience in mind. The best advice which can be given by an experienced presenter is: make your language natural and comprehensive for the audience.

3. Define your objective and analyze the communication situation. This will help you decide on the vocabulary and style you use in your presentation. Lexical expressive means help you personalize your message, reveal your attitudes.

4. Being an oral form of communication, presentation is to be well structured. The traditional and generally accepted structure of a speech contains the following elements:

- introduction, in which the speaker grabs the attention of the audience, introduces the subject, his purpose and himself to the audience;
- the body of the speech, which contains a summary of the major ideas and information that supports and clarifies the ideas;
- conclusion (close), which contains a summary or a conclusion from the information presented and which helps the speaker to end his speech gracefully.

Methods of Delivery – successful delivery of the speech depends to a considerable extent on the method of presentation selected by the speaker. Four general methods of delivery may be distinguished: impromptu, manuscript, memorized and extemporaneous. The *impromptu* method of delivery involves speaking without any specific preparation. In the *manuscript* method the entire speech is read to the audience. The *memorized* method of delivery involves writing out the speech word for word and committing it to memory. The *extemporaneous* method of delivery is based upon thorough preparation, memorizing the main ideas and abbreviating the manuscript to a number of key words and phrases. There is no commitment to exact wording. This method is usually described as the most effective one. The main advantage of this method is that it allows you great flexibility.

Making the Presentation – the following practical tips can be useful: greet the audience, and tell them who you are, then tell them what you are going to tell them; keep to the time allowed; if you can, keep it short; stick to the plan for the presentation; leave time for discussion; at the end of your presentation ask if there are any questions; finally, make your closing remarks by thanking your audience.

Voice Qualities – your voice is you. Bearing it in mind the speaker should know how to master his voice qualities, change them, adjust to the occasion. It is common knowledge that your voice shows not only your character but also your mood. During the presentation the speaker sounds self-assured, concerned, personally involved, very often enthusiastic. Follow the following tips: speak clearly; don't shout or whisper; be natural – don't rush, or talk deliberately slowly; pause at key points; avoid jokes; to make the presentation interesting; change your delivery, but not too obviously, e.g. speed (rate), pitch of voice, volume, etc.

Body Language – keep your body relaxed and use controlled gestures and pauses. Be careful not to move around too much during your talk (as this will distract your audience). Strike up eye contact if possible.

Visual aids significantly improve the interest of a presentation. Visuals help to: focus the attention of your audience; illustrate points which are hard to visualize; reinforce your main ideas; involve and motivate the audience.

Think about your weak and strong points as a speaker in public. Compare and discuss your list with your partner.

my

strong points	weak points
1	1
2	2
3	3
4	4
5	5

Make a check list of what you should do to avoid turning your presentation into a disaster.

Dos		Don'ts
	1	
	2	
	3	
	4	
	5	

When you give a presentation, do you

- use body language;
- keep eye contact with one person;
- shift your eye contact;
- smile from time to time;
- use a variety of gestures;
- keep fingering your spectacles;
- read your talk;
- talk to your notes, the blackboard or your visual aids;
- stand with your back to a wall or curtain to minimize distractions;
- keep visual aids covered until you need them;
- walk up and down;
- overrun your time;
- finish before you are expected to;
- stand in front of the window;
- if you distribute something to be looked at, stop talking till everyone has examined it;
- lean forward facing the audience;
- start summarizing what you are going to say, then say it, and end by summarizing it again;
- laugh at your own jokes;
- smoke;
- make your audience roll in the aisle with your jokes;
- wear whatever you feel comfortable and self-assured in;
- talk with ease;
- prepare your speech in advance and rehearse it in the bath.

Study the text given below and say whether it meets the requirements of an effective presentation. Give your grounds.

The Power of Language

There is a debate going on in some colleges and universities today about the importance of a foreign language requirement. At some of these institutions, students may choose between a second language and mathematics – or some other discipline.

When you live in the U.S., knowledge of a foreign language is helpful but not necessary for survival. From some students' point of view, saying "bonjour" instead of "hello" when they might spend a couple of weeks vacation in France over the course of a lifetime hardly merits a big investment in time and effort. Neither does learning a Spanish dialogue to take a trip South of the Border.

It is important, therefore, to define the benefits of learning a foreign language. **In the first place**, students should be made aware that in the U.S. alone, over 30 % of the population is Spanish-speaking or of Hispanic origin. Learning French enables one to communicate in parts of Europe, Canada, and Africa. Chinese and Arabic cover over half the people in the world!

Second, learning a foreign language leads to a better understanding of cultures and mentalities different from one's own; and though it may be interesting to bow rather than to shake hands, the important thing is the thinking and questioning process that should lead to a better understanding of one's own culture as well as those of others.

Third, learning a language opens the door to great literatures and philosophies, which can have a tremendous impact on one's life. Reading literature in the language written is truly "living" the author's creation, in a way not possible through translation – no matter how great the translator.

Finally, we do business in a global economy; the better we communicate with associates around the world, the greater success we will achieve.

Make individual or team presentations in class. To make your presentation effective use the following words and phrases. You may also consult the Functional Phrase List in the Supplement (p. 180):

Let me begin by saying ...	*Разрешите мне начать с того, что ...*
I would like to begin (to start)...	*Я хотел бы начать с ...*
First of all ...	*Во-первых, ...*
Secondly ...	*Во-вторых, ...*
Thirdly ...	*В-третьих, ...*
Further...	*Далее ...*
For example/for instance...	*Например ...*
An example of this is ...	*Примером этого ...*
On the one hand ...	*С одной стороны ...*
On the other hand ...	*С другой стороны ...*
Similarly ...	*Подобным образом ...*
Likewise ...	*Аналогично ...*
Especially important...	*Особенно важно ...*
To sum up, ...	*Подводя итог ...*
To summarize, ...	*Если суммировать ... ...*
Finally ...	*Наконец ...*
In conclusion, let me say that ...	*В завершение разрешите мне сказать, что ...*

In Focus

Expressing importance

Adjectives for evaluating importance	Examples
important significant fundamental crucial ground-breaking unique seminal notable	*Important* new information about the planets has been gained from the space probes. British scientists published a *significant* piece of research on the nature of cancerous cells. *Fundamental*_problems exist in current theories of the universe. A *crucial* stage of global warming could be reached within ten years, scientists say. A *ground-breaking* discovery has been made in research into ageing. The discovery of archeologists in Egypt is *unique* according to scientists. In his *seminal* work Abaka challenges current techniques, revealing flaws in data interpretation. The only criticism I have is that there is a *notable* lack of references to works before.

Grammar Review: Infinitive and Infinitive Constructions

Step 1. ***Translation tips:***

Functions:

1. To live is to work.
   Жить – значит работать.
2. This method is not accurate enough to give reliable results.
   Этот метод недостаточно точен, чтобы дать надежные результаты.
3. The discussion was prolonged so as to make all disputable points clear.
   Дискуссия была продлена, с тем чтобы прояснить все спорные моменты.
4. The difficulty will be to obtain the required data.
   Трудность будет заключаться в том, чтобы получить необходимые данные.
5. This theory is about to be proved.
   Эта теория вот-вот будет доказана.

6. The problem to be considered next is very important.
   Вопрос, который далее следует рассмотреть, очень важен.
7. She was the last to join the group.
   Она последней присоединилась к группе.
8. He is always the first to make the report.
   Он всегда делает доклад первым.
9. There are many examples to support this theory.
   Существует много примеров, которые подтверждают эту теорию.

Constructions:

10. For a graduate to continue his studies, there should be motivation.
    Для того чтобы выпускник вуза продолжал учиться, должна быть мотивация.
11. It is for a supervisor to decide whether the work is ready for discussion.
    Именно научный руководитель должен решить, готова ли работа к обсуждению.
12. It is necessary for the results to be systematised.
    Необходимо, чтобы результаты были систематизированы.
13. I know <u>him to complete</u> this stage of the experiment soon.
    Я знаю, что он скоро завершит этот этап эксперимента.
    I know <u>you to work</u> hard.
    Я знаю, что вы усердно работаете.
    I know <u>you to have worked</u> hard.
    Я знаю, что вы усердно работали.
14. This postgraduate <u>student is known to work hard</u>.
    Известно, что этот аспирант много работает.
    Этот аспирант, как известно, много работает.
    Об этом аспиранте известно, что он много работает.
15. He <u>seems to know</u> this theory well.
    По-видимому, он хорошо знает эту теорию.
16. They <u>are likely to participate</u> in the conference.
    Вероятно, они примут участие в конференции.
17. These pressing problems are <u>unlikely to be discussed</u> at the symposium.
    Маловероятно, что эти насущные проблемы будут обсуждаться на симпозиуме.
18. His plans <u>have never been thought to come true</u>.
    Никогда не думали, что его планы осуществятся.
19. There seems to be some confusion of terms in this chapter.
    В этой главе, по-видимому, существует путаница в терминах.

Step 2. ***Translate into Russian.***

1. Students often work in teams and with their professors to investigate emerging issues.
2. To acquire this skill you need to read and write a lot.
3. It is such a small error as to be easily neglected.
4. In the 19^{th} century more universities were established to respond to the greatly increased demand for educated people.
5. These university colleges were the last to be granted charters as full universities, with the right to confer degrees on their own account.
6. If you are a PhD student who is dissatisfied with the supervision you should seek as a first priority for this to be resolved.
7. To encourage a broad-ranging discussion, go to tutorials with a list of topics to be proposed.
8. Use advanced search functions on the computer so as to find an appropriate topic.
9. Use is to be made of the data obtained.
10. The discussion of too many details does not seem to be desirable, since it is likely to obscure the fundamentally important points.
11. The question is how closely these data represent the results to be obtained in practice.
12. Master of Philosophy qualification requires you to critically investigate and show a comprehensive understanding of appropriate research methods.
13. He does not appear to know the name of the scientist.
14. Students were expected to show originality in the application of knowledge and problem-solving.
15. These measures appear to be primarily rooted in prestige and competitiveness but there is also the awareness that the impact of research is global.

Step 3. ***Translate into English.***

1. Это простое явление довольно легко объяснить.
2. Помочь аспиранту справиться с учебой в аспирантуре более успешно – основная цель научного руководства.
3. Этот метод был слишком сложен, чтобы распространять его на другие исследования.
4. Особое внимание уделяется подготовке исследователей с целью изучения вопросов промышленного, коммерческого и социального секторов.
5. Цель вот-вот будет достигнута.

6. Научную статью довольно сложно понять без соответствующих знаний.
7. Объяснение оказалось убедительным.
8. Нас обязали сдать экзамены до конца учебного года.
9. Научный метод требует исключить гипотезу, если экспериментальные данные противоречат предположениям.
10. Работодатели ждут, что аспиранты продемонстрируют навыки, которые выходят за рамки традиционно изучаемых дисциплин.
11. Вероятно, они ожидали более убедительных результатов эксперимента.
12. Ожидалось, что результат совпадет с теоретическими предпосылками.
13. Подтвердить выдвинутые исследователями гипотезы – значит получить ответы на поставленные вопросы.
14. Чтобы получить должность профессора, часто приходится переходить в другой университет.
15. Сообщалось, что их совместные усилия не привели к каким-либо определенным результатам.

Reports from around the world

Refugees

I. Read the articles. Comment on the meaning of the highlighted words and expressions; summarize the text.

Lebanese open homes to "Arab brothers" fleeing Syria

By Catriona Davies and Reema Adhami, for CNN

Mahmoud Orabi **fled his hometown** in southern Syria to **cross the border** into **neighboring** Lebanon wearing only his pajamas. Nearly a month later, he is still wearing the same clothes and has no idea when he and his family will be able to return home. Orabi and his family were among thousands of Syrians who fled their town last month after **the military bombardment**. A large proportion of the town's men were arrested and most of those who fled were women and children, according to Amnesty International.

"My whole family came with me, no one stayed there in Syria. I have one boy who was shot and another who was jailed in Syria," said Orabi. "We decided to come to Lebanon because of the bad scene back home; **killing, oppression, destruction**, and what can I say. While on the way, they shot at us, a young man and lady died."

An estimated 4,000 people have crossed from Syria into Lebanon **fleeing violence** in recent weeks, according to the **United Nations Higher**

Commissioner for Refugees (UNHCR), although it said accurate numbers are difficult to confirm. The majority of those who have fled are staying with Lebanese families in northern Lebanon, some with friends or extended family, but many with strangers who have opened their homes to the refugees. The Lebanese authorities and international organizations such as UNHCR have assisted by distributing mattresses, blankets and food kits, and providing medical assistance, but **much of the burden has fallen on** ordinary families.

II. Read the information below. Compare the concepts "Refugees" and "Internally displaced persons"

Who is a Refugee?

People who are forced to flee their homes **due to persecution,** whether on an individual basis or as part of **a mass exodus due to political, religious, military or other problems,** are known as refugees**.**. As defined in the 1951 United Nations Convention Relating to the Status of Refugees (the Refugee Convention), a refugee is defined as a person who "owing to a well-founded fear of **being persecuted for reasons of race, religion, nationality**, **membership of a particular social group or political opinion**, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country or return there because there is a fear of persecution..."

A special category are people who may have been forced to flee their homes for the same reasons as refugees but they have not crossed an international border. These people are called **internally displaced persons**. By the end of 2000, there were approximately 11.5 million refugees around the world who **had fled their countries** for a variety of reasons and an even greater number of internally displaced persons, between 20–25 million, who had **abandoned their homes** for similar reasons. Increasingly the majority of current conflicts in the world involve disputes between political or ethnic groups within countries rather than wars between countries. Given this trend, the number of persons caught up in conflicts in their own countries and forced to leave their homes is likely to increase.

(*From Wikipedia, the free encyclopedia*)

III. Render into English using prompts.

Москва, РИА «Новости». Италия выделит Тунису незамедлительную финансовую помощь в размере 5 миллионов евро, а в марте предоставит дополнительный кредит на 100 миллионов евро для того,	**financial aid** **grant**

чтобы решить проблему беженцев из этой страны, наплыв которых в последние дни спровоцировал кризис на итальянском острове Лампедуза.	**influx**
За прошлую неделю на остров, расположенный в Средиземном море, прибыли более 5 тысяч беженцев из Северной Африки, преимущественно из Туниса. В связи со сложившейся ситуацией Совет министров Италии в субботу вечером объявил чрезвычайную ситуацию на Лампедузе.	**declare a state of emergency**
О планах финансовой помощи Тунису объявил глава итальянского МИД Франко Фраттини, который в понедельник побывал в североафриканской стране с кратким визитом.	
Иммигранты из Туниса стали активно приплывать к итальянскому берегу на многочисленных лодках после произошедшей 14 января 2011 г. так называемой “жасминовой” революции, в результате которой президент Зин аль-Абидин бен Али бежал из страны с семьей в Саудовскую Аравию и на следующий день был отрешен от должности.	**fled the country** **dismissed from office**

IV. Scan the article. Focus on the key ideas.

Human Rights And Refugees

The problem of the world’s refugees and internally displaced is among the most complicated issues before the world community today. Much discussion is taking place at the United Nations as it continues to search for more effective ways to protect and assist these particularly vulnerable groups.

While some call for increased levels of cooperation and coordination among relief agencies, others point to gaps in international legislation and appeal for further standard-setting in this area. Everyone, however, agrees that the problem is both multidimensional and global. Any approach or solution would therefore have to be comprehensive and to address all aspects of the issue, from the causes of mass exodus to the elaboration of responses necessary to cover the range of refugee situations from emergencies to repatriation.

In this debate some facts remain beyond dispute. The first is that while some mass displacements may be preventable, none are voluntary. No one likes or chooses to be a refugee. Being a refugee means more than being an

alien. It means living in exile and depending on others for such basic needs as food, clothing and shelter.

Information on the number of the world's refugees, their geographical distribution, and the causes of their exodus is generally available. Seen from a chronological perspective, this information suggests that the refugee problem has undergone drastic quantitative and qualitative changes in the past five decades.

Since its creation, the United Nations has worked to protect refugees around the world. In 1951, the year in which the Office of the United Nations High Commissioner for Refugees (UNHCR)[1] was established, there were an estimated 1 million refugees within UNHCR's mandate. Today that number has grown to an estimated 17.5 million refugees, an additional 2.5 million refugees cares for by the United Nation Relief and Work Agency for Palestine refugees in the Near East (UNRWA)[2] and more than 25 million internally displaced persons.

In 1951 most of the refugees were European. The majority of today's refugees are from Africa and Asia. Current refugee movements, unlike those of the past, increasingly take the form of mass exoduses rather than individual flights. Eighty per cent of today's refugees are women and children.

The causes of exodus have also multiplied and now include natural or ecological disasters and extreme poverty. As a result many of today's refugees do not fit the definition contained in the convention relating to the Status of Refugees.

Notes:

[1] UNHCR – Управление Верховного комиссара Организации Объединенных Наций по делам беженцев.

[2] UNRWA – Ближневосточное агентство ООН для помощи палестинским беженцам и организации работ.

SectioN – VIII

RESEARCH PAPER

The final aim of post-graduate studies is production of the dissertation and its defence. On the eve of the defence procedure abstract of the thesis is to be issued, it being a digest of the research made. Since abstracts are designed in accordance with the established pattern, in the abstract a researcher is to reflect certain scientific points: to state the purpose of the investigation, define its subject, object, describe the methods applied, ground its topicality and novelty, present personal findings, state the practical value and possibilities for further research.
In the present section the lexical means to help you speak on the topic of your research are introduced.

1. Presenting the topic of your research.

n.:	study, investigation, research, paper
v.:	to deal with, to be devoted (to), to study, to investigate, to undertake, to examine
adj.:	detailed, thorough, extensive, comprehensive, preliminary, brief
adv.:	in detail, thoroughly, carefully, accurately

The paper deals with …
The study is devoted to …
The investigation studies …
The research of … is dealt with in the paper.
An extensive study of the problem of … has been undertaken in the paper.
A comprehensive analysis of … has been presented in the research.
The case of … has been thoroughly studied in Chapter 2.
The investigation deals with …
… are dealt with in detail in the present research.

2. Defining the purpose of the research.

n.:	aim, purpose, task, goal, objective
v.:	to determine, to reveal, to establish, to describe, to provide, to present, to be designed (for) …, to be intended…, to be aimed (at) … .
adj.:	main, chief, primary, principal
conj.:	in order, so that

The aim of the study is to determine the value …
The research is aimed at revealing the ways of …
The main purpose of the paper is to establish the regularities/the difference in …
The investigation is designed to simplify the procedure of …
The chief task of the research is to reveal the causes of…/ the essence of …
The research is intended to eliminate ambiguity … / undesirable effect …
The research is aimed at providing evidence for … / new facts in support of …
The aim of the investigation is to present systematic description of …

3. Explaining the topicality and novelty of the research.

n.:	topicality, novelty, merit, comparison, innovation
v.:	present, offer, combine, compose, resemble
adj.:	fundamental, chief, main, essential, obvious, certain, ordinary, standard, former, previous, expected, analogous (to), similar (to), identical (with)
adv.:	formerly, previously, usually, commonly (used)

We offer a fundamentally new approach …
The essential merit of our work is …
The approach is not similar to that previously used …
The novelty of the research can be seen …
The research compares favorably with …
Explanation is offered for …
Since previous works suffered from considerable limitations …
We tried to interpret the phenomenon of …
We intended to overcome the difficulty of …
Advantages and limitations of … are discussed for the first time …
In contrast to identical works in the field of … our understanding provides …
As opposed to commonly recognized classification …
Unlike commonly recognized definition of …

4. Describing methods applied.

n.:	method, technique, approach, procedure
v.:	apply, present, follow, employ, use, allow, permit
adj.:	general, main, additional, modern, appropriate, reliable, effective, improved, promising, adequate, up-to-date, conventional, unconventional

Modern methods of scientific analysis have been applied …
Unconventional approach to … has been presented in the paper.
Appropriate technique has been used …

Reliable methods of analyzing facts of …
The comparative method is useful in …
Methods of empirical and systematic analysis were used …
The approach is especially helpful when …
The approach is more flexible and permits …
The methods of synchronic and diachronic analysis used in the study allow/permit …
The technique is best suited in evaluating …
Comparison is made of the method generally adopted with that used in the investigation.
We have applied an alternative method which …

5. Describing your findings.

n.:	theory, hypothesis, correlation, discrepancy, assumption, findings, data, evidence, viewpoint, model, function, basis, dependence, influence, effect, interrelations
v.:	assume, present, provide, report, check, produce, verify, extend (to), find, establish, generate, produce, reveal
adj.:	primary, simple, complicated, accurate, satisfactory, certain, preliminary, convincing, contradictory, ambiguous, similar, general, complete, full, variable
adv.:	especially, particularly, specially

It was found that …
The data obtained enables us to determine the nature of …
Our findings provide evidence for …
Our findings make possible the application of …
An analysis of … indicated that …, which made it possible …
The principal advantage of the approach based on …
Of special importance for … is …
Of particular value for … is …
The present observation supports the viewpoint …
Obviously, it's due to the fact that …
The influence of … on … has been revealed.
Little dependence of … on … has been observed.
This phenomenon is closely connected with …
The validity of the assumption was questioned …
The study has revealed a better understanding of …
These discrepancies are caused by …
The findings are in agreement with …
Certain correlation between … and … has been established.
From the analysis of the data it was determined that …

6. Recommendations for further application and research.

n.:	application, use
v.:	apply, use, suit, fit, enable, employ, permit, allow, serve
adj.:	helpful, applicable, wide, promising, limited, possible

The findings may find practical application in …

The present investigation enables us …

This approach is applicable to …

The method can be used in the studies on …

The approach is best suited for the investigation of …

The findings are especially helpful when …

Another method of treating … is recommended.

The approach will make it possible to …

Our observations can be particularly efficient when investigating…/for the study of …

We make a suggestion as to how …

… can be used (can be of use) if we study …

… can be helpful to determine …

It is suggested that … should be

7. Reporting on the results of your research, drawing conclusions.

n.:	result, conclusion, viewpoint, opinion, assumption, correctness, proof, evidence
v.:	obtain, present, provide, report, check, collect, summarize, sum up, find, extend (to), state, confirm
adj.:	final, certain, complicated, convincing, satisfactory

It has been shown that …

It's concluded that …

The results obtained show/confirm/indicate/make it possible to conclude/to draw a conclusion that …

Thus, it may be stated that …

Therefore we came to a conclusion that …

The above said led us to a conclusion …

As a consequence, a conclusion is made …

Results from experiments prove …

These factors are shown to be irrelevant to …

… were described with particular emphasis on …

New data on … were obtained.

As a result of the investigation it was observed …

As a result of the study some practical recommendations can be given.

The results indicate that additional work is needed to improve/perfect

We reported our results at …

To sum up, …

In the extract below one can find some useful expressions to speak about the aims of one's research. Pay attention to the key words and phrases underlined for you.

The problem of crime is not new to our time, but its challenge has, in our age, progressed to increasingly disturbing proportions. For thousands of years a great many thinkers have tried to deal with this major social issue, but it is in our generation that crime has become everybody's concern. The ever-increasing rate and the expanded variety of lawbreaking have made virtually all of us potential victims. Thus, it is not really surprising that, in this flourishing era of criminal activity, a bewildering array of criminology textbooks have offered themselves to illuminate the crime problem. This volume proposes to belong to that category of books.

This text, however, ventures to deviate in intent and orientation from most of the standard works in the field. Criminology textbooks have traditionally been of ambitious length in an attempt to cover the fullest possible scope and, perhaps, to create the illusion of presenting all relevant knowledge. Oddly enough, they might include swiftly changing statistical information, short-lived research results, and ephemeral theoretical constructs.

This paper is not intended to provide a comprehensive treatment of all details of the problem of crime. Instead, by drawing only essential outlines, it attempts to concentrate on a general and comprehensive understanding of the whole.

Complete the sentences supplying them with the information on your own research activities.

The present paper deals with …
The research is aimed at …
An attempt has been made …
We have applied the method of …
The method has been applied together with …
Some features of the phenomenon have been described with the help of …
We wanted to have a full view of …
It's argued that …
The paper abounds in …
On the basis of the comparison made …
Interdependence between … has been revealed.
Research into … provides an answer to the question …
The research provides the answers to a multitude of questions facing … and gives us the tools which …

The main provisions of the research have been reported at …
Some disputable issues have been discussed in …
The reliability of the results obtained can be verified …
The results of the investigation have been reflected in the form of …

Below one can find the speculations of a former post-graduate student on his future dissertation.

Since I'm just in my first year of a post-graduate course my idea of the dissertation to be submitted in three years is rather hypothetical. Theoretically, I realize it's to be composed of an introduction, two or three chapters, conclusion, bibliography, supplement, if necessary. Still, I can explain the basic points of my research right now.

To start with, the topic of the thesis sounds like that: "Application of Criminal Retrospection Method to Crime Investigation." Evidently, the topic of the crime investigation methods is not new in criminalistics. Our research is supposed to contribute to this branch of law since it deals with such a topical problem as developing more reliable methods of crime investigation. Thus, the notion of "retrospection" in criminalistics and the ways of its application to crime detection will be dealt with in the research. On the surface the issue seems to be not innovative at all, but it's not quite right. Ordinary understanding of the retrospection is enough to find "a lost pen" while we are targeting at the investigation of complicated crimes which needs profound theoretical study. Thus, our research is aimed at providing a practical worker with concrete up-to-date recommendations on retrospective analysis of crime detection.

The law is dynamic and ever-changing; as our society and community changes, the law must also change to fit the new needs and problems that arise.
Our research is supposed to begin with a survey of the literature on the problem under discussion, analysis of the latest achievements in this field, scrutiny of investigation methods to provide a theoretical basis for the research. History and the present state of the retrospection method application will be given particular emphasis to, case studies will be presented, basic rules, principles and the place of retrospection in modern criminalistics are to be defined. Case studies may become the subject of supplement attached to the main body of the research paper.

I realize the significance of the final part of any dissertation since it summarizes the results obtained, stresses the topicality of the research made, suggests the possibility for further research and practical application of theoretical assumptions.

I hope to solve all the tasks facing me as a researcher, and step by step proceed to the ultimate goal of any post-graduate – defence of the dissertation and the award of PhD degree.

This summarizing translation can be helpful for you while working on the topic "My work on the dissertation".

1. К концу срока обучения в аспирантуре аспирант должен представить текст диссертационного исследования для обсуждения на одном из заседаний кафедры.
2. После обсуждения на кафедре, внесения необходимых изменений и исправлений работа получает рекомендацию к защите.
3. Диссертация предоставляется для рассмотрения членами соответствующего ученого совета и заслушивается на одном из его заседаний.
4. На защите претендент кратко излагает основные положения диссертации, цели исследования, обосновывает его актуальность и новизну, полученные результаты и возможности практического применения.
5. Все выносимые на защиту положения должны быть отражены в автореферате диссертации, который в сжатой форме представляет проделанное диссертационное исследование и рассылается за месяц до защиты.
6. После доклада соискателя выступают официальные оппоненты с критическим анализом проделанной работы.
7. Если у присутствующих есть желание выступить, они вправе это сделать.
8. Соискатель обязан ответить на все поступившие в устной или письменной форме вопросы.
9. Ход заседания записывается, чтобы позднее была возможность приобщить стенограмму заседания к документам по его защите.
10. Наконец, после соблюдения всей процедуры защиты проходит тайное голосование членов ученого совета относительно присуждения претенденту ученой степени кандидата наук.

Below there follows a summary of the research conducted in the field of linguistics which might serve as a model for describing your research paper. Study it carefully and pick out useful phrases.

Summary

The current paper is devoted to a problem of colloquial or informal speech which has recently moved into the foreground of both theoretical interest of the world's linguists and scholars and practical attempts of language teachers and students. Its significance and practical value in the age of mass communications are axiomatic. Yet, paradoxically many aspects of contemporary informal English (Standard Educated Colloquial/Informal English, SECE in this case) including its status and role in the system of national language (British English), its specific properties as distinct from the so-called “standard English”, according to G. Brown and other prominent colloquialists, “at an infant stage of research and investigation”. Practically underinvestigated are also the basic types of SECE, major settings and motives determining the choice of SECE in a particular communicative situation.

Finally, it's worthy to note an absolutely rudimentary stage of research in Britain and in our country into the status of SECE in modern media, including the British “quality and “popular” press and BBC radio and television broadcasting. Moreover, some pioneer attempts in this direction are sometimes assessed with a considerable share of scepticism.

It would hardly be surprising then that these and other problems relevant to the essentials of contemporary colloquial English and its functioning analyzed in the current paper may facilitate a serious approach to SECE as a sociolinguistic phenomenon worth of theoretical investigating and practical studying and the course itself be used by scholars and students of English as a kind of theoretic introduction into the topic.

Most research papers dealing with informal English published recently in Great Britain and elsewhere concentrate on specifics of SECE in a chosen field. And that is only too natural and rewarding considering an extremely complex nature of informal English and absolutely insufficient level of its investigation. Guided by these considerations the author attempts to follow a systematic approach to the problem in question (undertaken in a number of fundamental works by E. Zemskaya, Y. Skrebnev, B. Gavranek, T. van Dijk, M. Stubbs and other scholars) and tries to present a comprehensive outline of SECE as an entity, relying on an interdisciplinary approach. It is for the reader to judge, however, to what extent such an approach is justifiable and beneficial.

On the basis of analysis of some modern relevant concepts the author dares to offer his understanding of the problem. These considerations have basically predetermined the structure and make-up of the paper, offering the following parts: introductory part, three chapters, conclusions, bibliography, supplement.

The paper is tailored along the programmes of foreign language institutes and departments and may be used by students, postgraduates, teachers and scholars, by all those whose line of activity is linked to English.

The author is fully aware of the futility "to embrace unembraceable" as regards such a complex (and underinvestigated) phenomenon as contemporary colloquial or informal language, therefore the given paper on SECE may only serve as an attempt in the right direction, at best. The author would be very much indebted to any critical remark facilitating further studies of SECE.

Now speak on your research paper dwelling upon the following issues:

– composition of the dissertation;
– problems discussed in the introductory part;
– topicality and novelty of your research;
– research methods applied;
– your findings (anticipated results);
– assessment of the results obtained;
– practical application;
– possibility for further research;
– your reports, articles on the problem under research.

In Focus

Expressing stages in a series of events

Adjectives	Examples
initial intermediate final preceding prior current ongoing transitional critical subsequent eventual forthcoming	At the moment we're at the *initial* stage of the experiment. *Intermediate* results with be verified at the *final* stage of the experiment. In *preceding* years two new parties were formed which became engaged in the attempts to win over voters. *Prior* to the 1990s very few people had access to a home computer. Now we witness *current* expansion in home computing. Helen has a number of *ongoing* projects. Due to technical problems emails with large attachments may not be accepted by the university's server, this is likely to continue during the *transitional* period while a new server is being installed. The process will reach a *critical* stage next week, when problems may be greatest.

	Subsequent generations will live in a different world. The book examines the war and the *subsequent* changes in society. The *eventual* publication of the research findings is likely to be in May, in the *forthcoming* issue of the "New Scientist".

Grammar Review: Gerund and Gerundial Constructions

Step 1. ***Translation tips:***

1. Reading scientific articles broadens your knowledge.
   Чтение научных статей расширяет твои знания.
2. I don't feel like discussing the same idea again and again.
   Я не люблю обсуждать одну и ту же идею вновь и вновь.
   Я не люблю обсуждение …
3. He was not capable of analysing the obtained results.
   Он не был способен проанализировать полученные результаты.
4. On coming to this conclusion he was satisfied with the work done.
   Придя к этому выводу, он был доволен выполненной работой.
5. Excuse my interfering into your discussion.
   Извините меня за то, что я вмешиваюсь в вашу дискуссию.
6. Einstein's having been awarded the Nobel prize in physics soon became widely known.
   То, что Эйнштейну присуждена Нобелевская премия, вскоре стало широко известно.
7. He insisted on my being included into the group of young researchers involved in joint experiment.
   Он настаивал на том, чтобы меня включили в группу молодых ученых, вовлеченных в совместный эксперимент.
8. These points of view are alike in having a great number of supporters.
   Эти точки зрения сходны тем, что у них есть много сторонников.
9. It's no use denying the fact that the problem is on the increase, since the latter assumption is made on the basis of the observed data.
   Бесполезно отрицать тот факт, что интерес к проблеме возрастает, поскольку последнее предположение сделано на основе наблюю-даемых данных.
10. It is worth discussing this phenomenon.
    Стоит обсудить это явление.

11. It is no good arguing about this issue.
    Не стоит спорить по этому вопросу.
12. I can’t help acknowledging the importance of this statement.
    Я не могу не признать важность этого утверждения.
13. Would you mind showing the latest data?
    Покажите, пожалуйста, последние данные.
14. In spite of having some problems, our group succeeded in finishing this part of work.
    Несмотря на то что были некоторые проблемы, нашей группе удалось завершить эту часть работы.

Step 2. ***Translate into Russian.***

1. Maintaining an effective working relationship in a team holds the key to success of research projects.
2. You may feel so proud of having actually produced something worthy of your supervisor’s attention.
3. Whilst the UK is currently very successful in attracting international postgraduates maintaining this position will become increasingly challenging, as competitor countries invest heavily in developing and marketing their own postgraduate systems.
4. The period of time involved in completing a PhD is usually at least three years full-time and four years part-time.
5. It is worth doing more for students by taking advantage of research findings on different educational techniques.
6. Undertaking postgraduate study develops research skills and independent thinking.
7. There is no use arguing about this approach.
8. Start by writing a summary that includes whatever you think is important, and then gradually cut it down to the required size by removing unnecessary words.
9. You can’t use other people’s work or words without acknowledging the source of information to avoid plagiarism.
10. Mr. Brown’s having been appointed head of the Department was quite unexpected.
11. To a large extent the skilled analyst’s productivity may be attributed to his having acquired, through many repetitions, the necessary technique.
12. Success in obtaining grants for research projects depends on the scientific merit of the proposal.
13. Asking direct but positively constructed questions is worth doing.

14. In spite of having quite a lot of difficulties, he managed to complete his scientific work on time.
15. The book aims at acquainting the readers with modern achievements in psychology.

Step 3. ***Translate into English.***

1. Аспиранту было трудно убедить своего научного руководителя в достоверности полученного результата.
2. Я думаю об использовании другого подхода.
3. Мне кажется, что эта гипотеза не стоит того, чтобы ее упоминали.
4. Вопросы, заданные оппонентом, нацелены на более полное понимание эксперимента.
5. Извините меня за то, что опоздал на собеседование.
6. Он не мог не принять участия в предстоящей международной конференции.
7. Есть еще одна точка зрения, которую стоит упомянуть.
8. Вы не будете возражать, если я задам вам несколько вопросов?
9. Я не могу не сожалеть о том, что не закончил учебу в аспирантуре.
10. При решении проблем необходимо делать различие между фактом и гипотезой.
11. Бесполезно делать правки в вашей статье, их слишком много.
12. Несмотря на то что у него не было разрешения, он продолжал пользоваться оборудованием.
13. Они возражали против того, чтобы данные были опубликованы прежде, чем завершатся все эксперименты.
14. При проведении наблюдений необходимо быть очень точным, чтобы избежать ошибок.
15. За последнее время человеку удалось добиться контроля над многими процессами в природе.

Grammar Review: Non-Finite Forms of the Verb

Step 1. ***Translate into Russian.***

1. The results of the work to be discussed at the workshop are of great importance for us.
2. The participants of the conference expected the draft code to be discussed at one of the sittings.
3. It is to be mentioned that the problem can be viewed from different angles.

4. The dissertation having been submitted to the Academic Council, the latter started to study it closely.
5. They succeeded in having finished the discussion ahead of time.
6. He was the first to make the report at the conference.
7. The organizers of the workshop could not help thinking over its tentative agenda again and again.
8. It is worth analyzing this phenomenon in detail.
9. The conference room was packed, several participants standing along the walls.
10. To sum up, we must acknowledge that there are positive shifts in the sphere of cooperation with international educational institutions.
11. The report is to be translated into the Belarusian language.
12. There being too many people in the conference room, we couldn't enter it.
13. Bringing research students together in interdisciplinary centres not only enriches the students' experience but also encourages knowledge sharing.
14. Getting the balance right between risk-taking and risk-minimizing in research education requires fine judgment.
15. To have a full understanding of science full information is required.
16. They can hardly be said to have discovered this phenomenon.
17. This method does not seem to offer any advantages over that discussed above.
18. Here is one more important point for the speaker to explain.

Step 2. ***Translate into English.***

1. Отчет о стажировке должен быть представлен не позднее 1 июня.
2. Моя последняя статья была помещена в журнале «Вестник БГУ», причем еще одна статья также принята к печати.
3. О том, что Петров успешно защитил диссертацию, сообщалось в январском номере газеты «Университетская жизнь».
4. Стоит просмотреть зарубежные издания по вопросам права.
5. После того как были подведены результаты конференции, председатель выступил с заключительной речью.
6. Осуществлять профессиональные контакты – значит участвовать в конференциях, научных стажировках, круглых столах и др.
7. Следует подчеркнуть, что помощь научного руководителя является решающей для успешной подготовки диссертации.
8. Статья, которая должна быть сдана в сборник «Наука», очень важна для моего отчета.
9. Известно, что научный руководитель назначается из числа сотрудников кафедры, имеющих ученую степень.

10. Мы полагаем, что дискуссия развернется по актуальным проблемам окружающей среды.
11. На книгу, которую я перевожу, часто ссылаются ученые, занимающиеся проблемами экологического права.
12. На конференции аспирантов и молодых ученых, ежегодно проводимой в нашем университете, мы получили возможность выступить с докладом по проблеме исследования.
13. Научный руководитель настоял на проведении повторного эксперимента.
14. Оппонент продолжал делать замечания.
15. К экзамену мы представим доклад и эссе, написанные по переведенной литературе.
16. Выводы, которые сделал ученый, привели к грандиозному открытию в науке.
17. Нет основания, чтобы это противоречие обсуждалось вновь.

Reports from around the world

Environmental Protection

I. Read the article Comment on the meaning of the highlighted words and expressions; summarize the text.

Summit Seeks Accord on Arctic Ocean

Ilulissat, Greenland – The five nations that ring the Arctic Ocean affirmed their willingness **to cooperate to protect its environment**, at the end of a day-long ministerial summit in Greenland.

"We will take steps in accordance with international law... **to ensure the protection and preservation of the fragile environment** of the Arctic Ocean," said a statement agreed Wednesday by **envoys** from Canada, Denmark, Norway, Russia and the United States.

“We intend to work together, including through the International Maritime Organization, **to strengthen existing measures** and to develop new measures **to improve the safety of maritime navigation** and... reduce the **risk of ship-based pollution,”** he added**.**

The five nations went on to pledge to strengthen cooperation over the Arctic Ocean – including scientific research – “**based on mutual trust and transparency.”**

The summit in Ilulissat, on Greenland's west coast, was the first to be held at ministerial level between the five regional powers. It was **aimed at easing recent tensions** as each nation seeks to extend its sovereignty to the Arctic

waters that could hold 25 percent of the world's undiscovered oil and gas, according to the US **Geological Survey**.

"The race for the North Pole has been cancelled," said Swedish Foreign Minister Per Stig Moeller, hailing the outcome.

Russian counterpart Sergei Lavrov said: "The declaration reflects the will of all participants to resolve the issue through negotiations in a spirit of cooperation and on the basis of international law."

Rivalry between the five Arctic neighbors has heated up as the melting polar ice makes the region more accessible. Denmark and Canada, for instance, have a **longstanding disagreement** over who owns the tiny, uninhabited, ice-covered Hans Island, which straddles Nares Strait between Greenland and Canada's Ellesmere Island. Canada and the United States are meanwhile at odds over the sovereignty of the Northwest Passage, which links the Atlantic and Pacific oceans. Scientists say the Northwest Passage could open up to year-round shipping by 2050. Last year, Russian explorers planted their flag at the bottom of the ocean, at a depth of about 4,000 meters, underlining Moscow's aspirations to Arctic territory.

According to international law, each of the countries bordering the Arctic hold sovereignty over a zone measuring 200 nautical miles (370 kilometers). That leaves 1.2 million square kilometers (465,000 square miles) of unclaimed territory.

II. Translate into English using the prompts..

1. Системная организация природоохранной деятельности является обязательным условием устойчивого социально-экономического развития страны, обеспечения ее экологической безопасности и служит гарантом результативности в природоохранной сфере.	**environmental activity** **sustainable** **ecological security** **ensures effectiveness**
2. Аналитический контроль в области охраны окружающей среды проводится в целях оценки количественных и качественных характеристик выбросов в атмосферный воздух загрязняющих веществ, а также определения загрязнения земель.	**emission** **contaminators** **measuring** **land pollution**
3. Одним из важнейших аспектов создания благоприятной окружающей среды является сохранение естественных экосистем и ландшафтов.	**favourable environment** **natural ecosystems** **landscapes**

4. В Республике Беларусь эта цель достигается путем создания особо охраняемых природных территорий заповедников, национальных парков, заказников, памятников природы.	**protected areas natural reserves wildlife refuge nature sanctuaries**
5. Министерство природных ресурсов и охраны окружающей среды придает большое значение заключению двусторонних соглашений в области охраны окружающей среды прежде всего с государствами, являющимися нашими соседями, а также другими государствами, проявившими интерес к сотрудничеству в этой области.	**Ministry of natural resources and environmental protection**

III. Scan the articles on global warming. Extract the topical vocabulary. Compare the points of view presented in the two articles.

The Plan that Saved the Planet

By Al Gore

Not too many years from now, a new generation will look back at us and ask one of two questions. Either they will ask, "What were you thinking? Didn't you see the entire North Polar ice cap melting before your eyes? Did you not care?" Or they will ask instead, "How did you find the moral courage to rise up and solve a crisis so many said was impossible to solve?"

We must choose which of these questions we want to answer, and we must give our answer now – not in words but in actions.

The answer to the first question – what were you thinking? – is almost too painful to write: "We argued among ourselves. We didn't want to believe that it really was happening. We waited too long. "We had so many other problems crying out for attention. I know this is of little comfort, but we did try. I'm sorry."

The second question – how did you solve it? – is the one I much prefer that we answer, and here is the answer I hope we can give: "The turning point came in 2009. The year began well, with the inauguration of a new president, who immediately shifted priorities to focus on building the foundation for a new low-carbon economy. The resistance to these changes – especially by corporations that were making a lot of money from coal, oil, and gas – was ferocious. "But the truth about the global emergency gained ground. The evidence presented by the scientists accumulated, slowly at first, but then a few of the opponents of change changed themselves.

"Whatever happened, it made a powerful difference when these former opponents became passionate advocates for a new direction. The momentum shifted. One by one, others joined in a powerful consensus that we had to act, boldly and quickly. At the end of 2009, the United States passed legislation that changed the way business and civic leaders made plans for the future.

"By putting a price on the pollution that had been previously ignored, the United States established powerful incentives to begin the historic shift. The new incentives to shift our energy production from fossil fuels to solar, wind, and geothermal sources unleashed a wave of improvements in renewable technologies.

"The most important change that made this transformation possible is something that is hard to describe in words. Our way of thinking changed. The earth itself began to occupy our thoughts. Somehow, it became no longer acceptable to participate in activities that harmed the integrity of the global environment. "I know that we waited too long. I wish we had acted sooner. But the outlook for your future is now bright. The wounds we inflicted on the atmosphere and the earth's ecological system are healing.

Global Warming: A Convenient Lie

By Andrew Gavin Marshall

For those who saw Al Gore's "documentary", it was very convincing of its hypothesis that global warming is a man-made phenomenon that has the potential to kill us all and end humanity. After all, the film was filled with graphs and charts, so it must be true. Let's just get something straight here, Al Gore is not a climatologist, meteorologist, astronomer, or scientist of any kind; he is a politician. And as we all know, politicians *always* tell the truth. However, as Al Gore's popularity grows and with his recent winning of an Academy Award for his movie, the issue has spiraled into massive push for quick action and stifled debate, forcing many scientists to speak out and challenge the political status quo. A group of scientists recently stated that the research behind Al Gore's film and in fact, the concept of greenhouse gases causing global warming, is "a sham". They claim that in fact, there is very little evidence to prove that theory, and that the evidence actually points to an increase in solar activity being the cause of climate change.

Timothy Ball, one of the first Canadian doctors in climatology, recently wrote an article addressing the issue of why no one seems to be listening to scientists who claim that global warming is NOT man-made. He starts by writing, "Believe it or not, Global Warming is not due to human contribution of Carbon Dioxide (CO_2). This in fact is the greatest deception in the history of science". He continues, "We are wasting time, energy and trillions of

dollars while creating unnecessary fear and consternation over an issue with no scientific justification.”

In a storm of scientists speaking out against Al Gore’s movie, an Australian professor of the Marine Geophysical Laboratory has publicly stated, "Gore's circumstantial arguments are so weak that they are pathetic. It is simply incredible that they, and his film, are commanding public attention." In response to the use of images in Gore’s movie of glaciers breaking off, Dr. Boris Winterhalter, a professor on marine geology and former marine researcher at the Geological Survey of Finland, said that, “The breaking glacier wall is a normally occurring phenomenon which is due to the normal advance of a glacier.”

SUPPLEMENT

List of Abbreviations Most Frequently Used in Scientific Literature

A.– academician – академик
abbr. – abbreviation – сокращенный
abr. – abridged – сокращение
A.C. – after Christ – нашей эры
A.D. – anno Domini (Lat.) – нашей эры
a.f. – as follows – как указано далее
afsd – aforesaid – вышеупомянутый
a.m. – above mentioned – вышеупомянутый
a.o. – and others – и другие
app – approximate – приблизительный
Appx – appendix – приложение
a.s. – at supra (Lat.) – как сказано выше
BA – Bachelor of Arts – бакалавр гуманитарных наук
B. A. – British Academy – Британская академия
BC – before Christ – до нашей эры
b/f – brought forward – вынесенный на рассмотрение
bk – back – обратно, назад
B.R. – book of reference – справочник
BS – Bachelor of Science – бакалавр естественных наук
c – centre or class – центр или класс, разряд
c – copy – копия, экземпляр
c. – cubic – кубический
c. – current – текущий
c. – cycle – цикл
c.c. – chapters – разделы, главы
cf. – confer (Lat.) сравните
ch. – chapter – глава
cit. – cited – цитированный
chron. – chronology – хронология
conf. – confer – сравните
d. – degree – 1. градус, 2. степень, ранг
diss. – dissertation – диссертация
DM – Doctor of Sc. Medicine – доктор медицины
Dr. – doctor – (ученая степень)
dup., dupl. – duplicate – дубликат, второй экземпляр
e. – error – ошибка

ed. – edition/editor – издание/издатель
e.g. – exempli gratia (Lat.) – например
Enc. – encyclopedia – энциклопедия
equiv. – equivalent – эквивалент
esp. – especially – особенно
et al. – et alii (Lat.) – и другие
etc. – et cetera (Lat.) – и так далее
ff – following – следующий
fict. – fiction – беллетристика
fig. – figure – 1) цифра; 2) схема, изображение
fn – foot-note – сноска
for.fr. – former – прежний
FRS – Fellow of the Royal Society (UK) – член Научного Королевского Общества
fur. – further – далее
geol. – geology – геология; geological – геологический
geom.. – geometry – геометрия
h. – hour – час
hdbk – hand-book – руководство, справочник
hf – half – половина
hist. – history – история; historical – исторический
HM – Her (his) Majesty – ее(его) величество
Hon. – honorable – достопочтенный
hor. – horizon – горизонт, horizontal – горизонтальный
H.Q. – high quality – высшее качество
hum. – human – человеческий, гуманный; humanitarian – гуманитарий
i – inch – дюйм
Ibid. – ibidem (Lat.) – там же (сноска)
i.e. – id est (Lat.) – то есть
i.f. – in full – полный, законченный, полностью
I.Q. – intelligence quotient – коэффициент умственного развития
ill. – illustration – рисунок, иллюстрация; illustrated – иллюстрированный
illeg. – illegal – незаконный
im – immediate – срочный, незамедлительный
in. – inch – дюйм
int – international – международный
intr – introduce – вводить; introduction – введение
inv – inverse – обратный, противоположный
i.o. – in order – в порядке
iss. – issued – выпущенный, изданный
jnt, jt – объединенный, совместный
L. c. – loco citato (Lat.) – в цитированном месте
lang. – language – язык
lect. – lecture – лекции; lecturer – лектор
leg. – legal – законный

li – list – список, перечень
Lib. – library – библиотека
lit. – literature – литература, literary – литературный
ll. – lines – сроки
LLD – Doctor of Laws – доктор права
log. – logic – логика; logical – логический
Ltd. – limited – ограниченный
MA – Master of Arts – магистр гуманитарных наук
marg. – marginal – записанный на полях
max. – maximum – максимум; maximal – максимальный
mem., memo – memorandum – меморандум, памятная записка
meth. – method – метод; methodical – методический
misc. – miscellaneous – различный, смешанный
mk. – mark – знак, пометка; marked – имеющий пометку, обозначенный
MS – manuscript – рукопись
MSc – Master of Science – магистр естественных наук
mns. – manuscript – рукопись
mvt. – movement – движение
N., n. – name – имя, фамилия
N., n. – note – заметка, примечание
Nb., Nbr. – number – число, номер
N.B. – nota bene (Lat.) – запомнить хорошо
n.d. – no date – без даты
N.E. – new edition – новое издание
NEI – not elsewhere indicated – нигде не указано
n/m – not marked – нигде не указано
no. – number – число, номер
n.p. – no place of publication mentioned – место издания не указано
nt.wt. – net weight – чистый вес, нетто
o/a, o.a. – overall – всеобъемлющий
o.a.t. – one at a time – по одному
obj. – object – 1) объект, цель; 2) дополнение (прям.)
obs. – obsolete – устаревший
O.C. – official classification – официальная классификация
O.D., O/D – on demand – по запросу
of. – official – официальный
op.cit. – opus citatum (Lat.) – ранее цитируемое
opp. – opposite – противоположный
ors – others – другие, прочие
p. – page – страница
p.a. – per annum (Lat) – в год
p.c. – per cent (Lat) – процент
P. G. – post-graduate – аспирант
Ph. D. – Doctor of Philosophy – доктор философии
pfd. – preferred – предпочтительный

pict. – pictorial – иллюстрированный
pp. – pages – страницы
prec. – preceding – предшествующий
Pref. – preface – предисловие
pref. – preference – предпочтение; preferable – предпочтительный
P.S. – post scriptum (Lat.) – приписка
pub. – public – публичный; publication – издание, публикации; published – опубликованный
Q. – question – вопрос
q.v. – quod vide (Lat.) – смотрите
R&D – research and development – научно-исследовательские и конструкторские работы
re. – reference (to) – ссылка (на)
Rect. – rector – ректор
ref. – reference – ссылка
res. – research – исследование, исследовательский
resp. – respective – соответствующий
rev. – reverse – обратный
rev. – revised – пересмотренный, исправленный
rm – room – комната, помещение
S/sec. – section – раздел, секция
Sig. – signature – подпись
Sc. – scale – масштаб
sq – square – квадрат, квадратный
Sr. – senior – старший
St. – saint – святой
sym. – symbol – обозначение, символ
syst. – system – система; systematic – систематический
t.o. – turn over – смотрите на обороте
tech. – technique – техника, technical – технический
term. – terminology – терминология, terminological – терминологический
u. – unit – единица, united – объединенный
u.m./umn – undermentioned – нижеследующий
unf. – unfinished – незаконченный
univ. – universal – универсальный
viz. – videlicet (Lat.) – а именно
vol. – volume – том
v.v. – vice versa (Lat.) – наоборот
Wks. – works – труды, сочинения
Y. – year – год
YB – yearbook – ежегодник

Countries. Capitals. Nationalities

Country		Capital	Nationality
Europe			
Iceland	Исландия	Reykjavik	Icelandic
Norway	Норвегия	Oslo	Norwegian
Sweden	Швеция	Stockholm	Swedish
Finland	Финляндия	Helsinki	Finnish
Denmark	Дания	Copenhagen	Danish
Britain	Британия	London	British
England	Англия	London	English
Holland	Голландия	Amsterdam	Dutch
Belgium	Бельгия	Brussels	Belgian
Luxemburg	Люксембург	Luxemburg	Luxembourger
Germany	Германия	Berlin	German
Poland	Польша	Warsaw	Polish
Portugal	Португалия	Lisbon	Portuguese
Spain	Испания	Madrid	Spanish
Andorra	Андорра	Andorra	Andorran
France	Франция	Paris	French
Monaco	Монако	Monaco	Monegasque
Switzerland	Швейцария	Bern	Swiss
Austria	Австрия	Vienna	Austrian
Czechia	Чехия	Prague	Czech
Slovakia	Словакия	Bratislava	Slovak
Hungary	Венгрия	Budapest	Hungarian
Bulgaria	Болгария	Sofia	Bulgarian
Greece	Греция	Athens	Greek
Turkey	Турция	Ankara	Turkish
Albania	Албания	Tirana	Albanian
Italy	Италия	Rome	Italian
Malta	Мальта	Valetta	Maltese
Cyprus	Кипр	Nicosia	Cypriot
Asia			
Afghanistan	Афганистан	Kabul	Afghan
Pakistan	Пакистан	Islamabad	Pakistani
Mongolia	Монголия	Ulan Bator	Mongolian
China	Китай	Beijing	Chinese
India	Индия	Delhi	Indian
Sri Lanka	Шри-Ланка	Colombo	Srilankan
Nepal	Непал	Kathmandu	Nepalese
Myanma, (formerly Burma) Union of Myanmar	Мьянма (бывшая Бирма)	Yangown (formerly Rangoon)	

Country		Capital	Nationality
Laos	Лаос	Vientiane	Laotian
Thailand	Тайланд	Bangkok	Thai
Vietnam	Вьетнам	Hanoi	Vietnamese
Kampuchea	Кампучия	Pnom Penh	Kampuchean
Malaysia	Малайзия	Kuala Lumpur	Malasian
Indonesia	Индонезия	Jakarta	Indonesian
The Caribbean States			
Cuba	Куба	Havana	Cuban
Guatemala	Гватемала	Guatemala	Guatemalan
Honduras	Гондурас	Tegucigalpa	Honduran
El Salvador	Сальвадор	San Salvador	Salvadorean
Nicaragua	Никарагуа	Managua	Nicaraguan
Costa Rica	Коста Рика	San Jose	Costarican
Panama	Панама	Panama Sity	Panamians
South America			
Brazil	Бразилия	Brazilia	Brazilian
Venezuela	Венесуэла	Caracas	Venezuelan
Colombia	Колумбия	Bogota	Colombian
Ecuador	Эквадор	Quito	Ecuadorian
Peru	Перу	Lima	Peruvian
Bolivia	Боливия	Sucre (judicial), La Paz (administrative)	Bolivian
Paraguay	Парагвай	Asuncion	Paraguayan
Uruguay	Уругвай	Montevideo	Uruguayan
Argentina	Аргентина	Buenos Aires	Argentinian
Chile	Чили	Santiago	Chilean
Africa			
Algeria	Алжир	Algiers	Algerian
Morocco	Марокко	Rabat	Maroccan
Tunisia	Тунис	Tunis	Tunisian
Libya	Ливия	Tripoli	Libyan
Egypt	Египет	Cairo	Egyptian
Western Sahara	Западная Сахара	Dakhla	Western Saharan
Mauritania	Мавритания	Nouakchott	Mauritanian
Mali	Мали	Bamko	Malian
Niger	Нигер	Niamey	Nigerien
Chad	Чад	N'Djamena	Chadian
Sudan	Судан	Khartoum	Sudanese
Ethiopia	Эфиопия	Addis Ababa	Ethiopian

Country		Capital	Nationality
Somalia	Сомали	Mogadishu	Somalian
Kenya	Кения	Nairobi	Kenyan
Uganda	Уганда	Kampala	Ugandan
Cameroon	Камерун	Yaounde	Cameroonian
Nigeria	Нигерия	Abuja	Nigerian
Senegal	Сенегал	Dakar	Senegalese
Gambia	Гамбия	Banjul	Gambian
Guinea Bissau	Гвинея-Бисау	Bissau	Guinea Bissauan
Guinea	Гвинея	Conakry	Guinean
Sierra Leone	Сьерра-Леоне	Freetown	Sierra Leonian
Liberia	Либерия	Monrovia	Liberian
Cote d'Ivoire, Yamoussoukro (formerly Ivory Coast)	Кот-д'Ивуар (бывший Берег Слоновой Кости)		
Ghana	Гана	Accra	Ganaian
Gabon	Габон	Libreville	Gabonese
Togo	Того	Lome	Togolese
The Congo	Конго	Brazzaville	Congolese
Rwanda	Руанда	Kigali	Rwandan
Burundi	Бурунди	Bujumbura	Burundian
Tanzania	Танзания	Dar-es-Salaam	Tanzanian
Australia	Австралия	Canberra	Australian
New Zeland	Новая Зеландия	Wellington	New Zeland
Korea	Корея	Seoul	Dorean
Korean People's Democratic Republic,	Корейская народно-демократическая республика	Poyngyang	
Japan	Япония	Tokyo	Japanese
The Middle East			
Syria	Сирия	Damascus	Syrian
Jordan	Иордания	Amman	Jordanian
Lebanon	Ливан	Beirut	Lebanese
Israel	Израиль	Tel Aviv	Israeli
Iraq	Ирак	Bagdad	Iraqi
Saudi Arabia	Саудовская Аравия	Riyadh	Saudi
Kuwait	Кувейт	Al Kuwait	Kuwaiti
Iran	Иран	Tehran	Iranian
Oman	Оман	Muscat	Omani
Yemen (The People's Republic of Yemen)	Йемен	Sana	Yemeni

Country		Capital	Nationality
The United Arab Emirates	ОАЭ	Abu Dhabi	Arab
North America			
The USA	США	Washington	American
Canada	Канада	Ottawa	Canadian
Mexico	Мексика	Mexico City	Mexican
Zaire	Заир	Kinshasa	Zairean
Angola	Ангола	Luanda	Angolan
Zambia	Замбия	Lusaka	Zambian
Malawi	Малави	Lilongwe	Malawian
Mozambique	Мозамбик	Maputo	Mozambican
Zimbabwe	Зимбабве	Harare	Zimbabwean
Namibia	Намибия	Windhoek	Namibian
Botswana	Ботсвана	Gaborone	Batswana
South Africa	Южная Африка	Pretoria	S. African
Madagascar	Мадагаскар	Antananarivo	Madagascan
Benin	Бенин	Porto Novo	Beninese

Note:

Sometimes there is no English word for the name of the people or nationality, and then one must express the idea in this way: 3 girls from Hong Kong or the citizens of the Vatican.

The American States and Their Capitals

Name		Abbreviation	Capital
1. Alabama	Алабама	AL	Montgomery
2. Alaska	Аляска	AK	Juneau
3. Arizona	Аризона	AZ	Phoenix
4. Arkansas	Арканзас	AR	Little Rock
5. California	Калифорния	CA	Sacramento
6. Colorado	Колорадо	CO	Denver
7. Connecticut	Коннектикут	CT	Hartford
8. Delaware	Делавэр	DE	Dover
9. Florida	Флорида	FL	Tallahassee
10. Georgia	Джорджия	GA	Atlanta
11. Hawaii	Гавайи	HI	Honolulu
12. Idaho	Айдахо	ID	Boise
13. Illinois	Иллинойс	IL	Springfield
14. Indiana	Индиана	IN	Indianapolis
15. Iowa	Айова	IA	Des Moines

Name		Abbreviation	Capital
16. Kansas	Канзас	KS	Topeka
17. Kentucky	Кентукки	KY	Frankfort
18. Louisiana	Луизиана	LA	Baton Rouge
19. Maine	Мэн	ME	Augusta
20. Maryland	Мэриленд	MD	Annapolis
21. Massachusetts	Массачусетс	MA	Boston
22. Michigan	Мичиган	MI	Lansing
23. Minnesota	Миннесота	MN	St. Paul
24. Mississippi	Миссисипи	MS	Jackson
25. Missouri	Миссури	MO	Jefferson City
26. Montana	Монтана	MT	Helena
27. Nebraska	Небраска	NE	Lincoln
28. Nevada	Невада	NV	Carson City
29. New Hampshire	Нью-Гемпшир	NH	Concord
30. New Jersey	Нью-Джерси	NJ	Trenton
31. New Mexico	Нью-Мексико	NM	Santa Fe
32. New York	Нью-Йорк	NY	Albany
33. North Carolina	Северная Каролина	NC	Raleigh
34. North Dakota	Северная Дакота	ND	Bismarck
35. Ohio	Огайо	OH	Columbus
36. Oklahoma	Оклахома	OK	Oklahoma City
37. Oregon	Орегон	OR	Salem
38. Pennsylvania	Пенсильвания	PA	Harrisburg
39. Rhode Island	Род-Айленд	RI	Providence
40. South Carolina	Южная Каролина	SC	Columbia
41. South Dakota	Южная Дакота	SD	Pierre
42. Tennessee	Теннеси	TN	Nashville
43. Texas	Техас	TX	Austin
44. Utah	Юта	UT	Salt Lake City
45. Vermont	Вермонт	VT	Montpelier
46. Virginia	Виргиния	VA	Richmond
47. Washington	Вашингтон	WA	Olympia
48. West Virginia	Западная Виргиния	WV	Charleston
49. Wisconsin	Висконсин	WI	Madison
50. Wyoming	Вайоминг	WY	Cheyenne

List of Basic Affixes
Used for Word Formation

prefix	*meaning*	*examples*
a-	without	amoral
ante-	before	antecedent, antedate
anti-	against, opposing	anti-establishment, anti-bacterial, anti-pollution
arch-	more extreme	arch-capitalist, arch-rebel
auto-	self	auto-dial, auto-rotate
bi-	two, twice	bilingual, bisect, bi-monthly
circum-	round	circumnavigate, circumvent
co-	with	co-author, co-edit
col-, com-, con-	with	collaborate, combine, connect
contra-, counter-	against, opposing	contra-revolutionary, contraception, counter-measure, counter-claim
de-	opposite action	decentralize, declassify
dia-	across	diagonal, diameter
dis-	opposite action or state	disagree, disprove, distrust, disbelief, disproportionate
dys-	abnormal	dyslexia, dysfunctional
e-	electronic	e-literate, e-book
eco-	relating to the environment	eco-tourism, eco-disaster
equi-	equal	equidistant, equilateral
ex-	previously	ex-president, ex-student
extra-	very	extra-bright, extra-strong
extra-	outside	extra-curricular, extra-sensory
hyper-	having too much	hyperactive, hypersensitive
-il, -im, -in, -ir-	not	illogical, impossible, indistinct, irrational
in-	movement to or towards the inside of something	input, inset, intake, import
inter-	between, connected	interrelated, interact
intra-	within	intra-generational, intramuscular
kilo-	thousand	kilogram, kilowatt
macro-	large in size or scope	macro-economics, macro-scale
mal-	badly	malfunction, malpractice
micro-	small in size or scope	micro-economics, micro-scale
mis-	wrongly	mistranslate, misunderstanding
mono-	one	mono-centric, monoculture
multi-	many	multicultural, multi-level
neo-	based on something older but in a new form	neo-classical, neo-conservative
non-	not	non-believer, non-competitive

prefix	*meaning*	*examples*
out-	more, to a greater extent	outnumber, outlive
over-	too much	over-abundance, overload, overworked
post-	after	post-examination, post-modern
pre-	before	pre-industrial, pre-war
pro-	in favour of	pro-liberal, pro-feminist
pseudo-	false	pseudo-intellectual, pseudo-science
quasi-	almost, not quite	quasi-academic, quasi-legal
re-	again	rediscover, redefine, rename
retro-	backwards	retrogressive, retrospective
semi-	partly	semi-organic, semi-precious
sub-	under, lesser	sub-heading, sub-section
super-	above, bigger	superpower, supersonic
trans-	across	transcontinental, transcribe
ultra-	extreme	ultra-sensitive, ultrasound
un-	not	uncertain, unusual, unscrew, unplug
under-	insufficient	underemployed, undernourished
well-	useful, successful	well-designed, well-written, well-established
suffix	*meaning*	*examples*
-able	can be	identifiable, predictable
-ant	having an effect	coolant, accelerant
-based	forming major part of	computer-based, oil-based
-cy	state or quality	accuracy, literacy, urgency
-ee	person affected by something	interviewee, trainee, addressee
-free	without	debt-free, pain-free
-hood	state, condition, period	adulthood, motherhood
-ic	connected with	photographic, electric
-ics	study of	genetics, electronics
-ify	give something a quality	clarify, purify, solidify
-ism	belief, behaviour	modernism, heroism
-ist	person with specific beliefs or behaviour	anarchist, optimist
-ize, -ise	bring about a state or condition	modernize/modernize, colonize/colonise
-less	without	childless, meaningless
-like	resembling	bird-like, hook-like
-ness	quality or state	effectiveness, openness
-ocracy	type of ruling body	meritocracy, bureaucracy
-ocrat	person ruling	technocrat, aristocrat
-ology, -ological	study of	biology, biological, geology, physiological
-proof	protected against, safe from	waterproof, dustproof
-ship	state or experience of having a specific position	professorship, leadership

List of Academic Vocabulary Used for Writing Abstracts, Making Summaries and Preparing Reports.

As the title implies the article describes …

The author concentrates on …

He (she) presents a general picture of …

The description of … … is based on …

The article seems to be of particular interest to an audience of (interested in chemistry, mathematics, physics …) students.

The asserted purpose of the present paper is to answer the question …

In the attempt to give an account of … the author offers a survey of modern interpretation of the problem …

The paper acquaints the reader with the efforts of theorists (theoreticians) to define … .

Though the paper is … the general reader will find a wealth of information … which makes the article attractive and useful …

The paper discusses the application of …

The reader will find the book (research article, volume) useful (helpful, interesting, attractive) of particular (special, great, interest) importance (significance, value).

In the reviewed book (paper) the method (theory, discussion, treatment) of … is presented.

The purpose (aim, object) of the book (publication, paper, article, monthly, journal) under review (discussion, consideration) is to survey, explain, describe, provide, to examine, give …)

The scope (object) of the journal is (aims at providing a broad view of the subject) … a critical review of, to publish important and topical results or fundamental research in the field of …

Opposite views on … open a range of hypotheses which can explain the phenomenon.

… is presented by 2 points of view that … and the more prevalent view that …

No view is discredited, both are supported by …

The attempts are made …

However, preference is given to the belief that …

The paper does not give information on the applicability of the theory used …

The method proposed by … is applicable to the actual analysis.

The same concepts apply to all forms of …

The author discusses (considers, determines, outlines, gives, proves, solves, extends, derives the theory (examples, method, the development).

The author thinks, supposes, estimates, claims, believes, considers, assumes, argues, notices, announces, points out, shows, states, emphasizes, reports, asserts, concludes, declares, confirms (that) …

The concept of … is given by …

Footnotes to a table (the title) are indicated by … (symbols) …

The apparatus (the table) is shown, given in Figure I (Table II).

As can be seen from this figure (table) that …

The measurements shown in Figure II illustrate …

Results reproduced (introduced) in Table II show …

The problem is stated (is discussed, has been discussed by) …

References to … are numbered (are indicated by) …

Bibliography is a list of references (books, writings).

The subject field of a periodical embraces (covers, provides, encourages, is designed (to), is intended, is developed (to), is concerned with, is published for, contains, includes, combines, explores, examines, concerns, records, summarizes, suggests).

The concluding remark emphasizes that …

In the reviewed paper the author has succeeded in showing (providing, presenting …) the…

The method (procedure, approach, idea or result) seems to have practical interest (value) to …

The method proves (permits, agrees with the measurement) … is based on, is stated, is applied, is developed, is derived from, is outlined …

However, the subject (applicability) is (seems) doubtful to …

In spite of … this method (the article) is (seems) …

The author (editor, publisher, proofreader) is to blame for …

The author failed to show (exhibit, provide, present, give a account of, direct our attention to …)

The problem considered is the determination of …

The (principal) results obtained (arrived at) confirm, show, lead to, coincide with …)

Linking Words and Phrases Used in Written and Spoken Academic English

Personal opinion:	in my opinion/view, to my mind, to my way of thinking, I am convinced that, it strikes me that, it is my firm belief that, I am inclined to believe that, it seems to me that, as far as I am concerned, I think that ...
To list advantages and disadvantages:	one advantage of, another advantage of, one other advantage of, a further advantage of, the main advantage of, the greatest advantage of, the first advantage of ... one disadvantage of, another disadvantage of, one other disadvantage of, a further disadvantage of, the main disadvantage of, the greatest disadvantage of, the first disadvantage of …
To list points:	firstly, first of all, in the first place, secondly, thirdly, finally, to start/begin with, … .
To list points in a specific sequence:	beginning: first, to start/begin with, first of all, … . continuing: secondly, after this/that, afterwards, then, next, … concluding: finally, lastly, last but not least, …
To add more points to the same topic:	what is more, furthermore, apart from this/that, in addition (to this), moreover, besides (this), … not to mention the fact that … not only …, but … also …, … both … and … .

To refer to other sources:	with reference to, according to …
To express cause:	… because, owing to the fact that, due to the fact that, on the grounds that, since, as …., in view of, because of, owing to …, …; for this reason …, seeing that ..., … now that … .
To express effect:	… thus, therefore, so, consequently, as a result, as a consequence, …
To express purpose:	…, so that …, …, so as to / in order to …, …, in case …, … with the purpose/intention of … .
To emphasise a point:	indeed, naturally, clearly, obviously, of course, needless to say, … .
To express reality:	it is a fact that, in effect, in fact, as a matter of fact, the fact of the matter is (that), actually, in practice, indeed, … .
To express the difference between appearance and reality:	initially, at first, ….
To give examples:	for instance, for example, …, … such as, like …, … particularly, in particular, especially … .
To make general statements:	as a (general) rule, by and large, generally, in general, on the whole, …
To make partially correct statements:	up to a point, to a certain extent/degree, to some extent/degree, in a sense, in a way, to a limited extent, …
To express limit of knowledge:	to the best of my knowledge, as far as I know, …
To state other people's opinion:	it is popularly believed that, people often claim that, it is often alleged that, some people argue that, many argue that, most people feel that, some people point out that …, contrary to popular belief, …
To make contrasting points:	… yet, however, nevertheless, but, even so, still, nonetheless, … . although, even though, regardless of the fact that, in spite of the fact that, despite the fact that, while … .
To express balance (the other side of the argument):	opponents of … argue, claim, believe that … . while it is true to say that …, in fact …. the fact that … contradicts the belief/idea that ….
Negative addition:	neither … nor …, nor, neither …, …, either.
To express exception:	… apart from, but, except (for) ….
To clarify/rephrase:	in other words, that is to say, to put it another way, ….
To express similarity:	…; similarly,/likewise,/in the same way, ….

To give an alternative:	… either … or …. … on the other hand, alternatively, ….
To express condition:	… on the condition that, provided (that), providing (that), only if, as long as … . in the event of …, in the event that, if …, … in case …, … whether (or not) …? … otherwise, or (else) … .
To express the consequence of a condition:	…; consequently, then, so, in which case, … ., …; if so, …, if not, otherwise, … .
To express comparison:	… as … as, more … than, twice as … as, less … than … .
To conclude:	finally, lastly, all in all, taking everything into account/consideration, on the whole, all things considered, in conclusion, on balance, for the above mentioned reasons, therefore I feel that, to sum up, … .
Time:	… when, whenever, before, until, till, after … , … since … , … while …, … now that … .
Relatives:	… who/that …, … whose …, … where …, … who/whom/that … .
Reference:	… regarding, concerning … . … with respect/regard/reference to, in regard/reference to … .
Summarising:	in short, briefly, to put it briefly, … !

Functional Phrase List Used for Conducting Discussions, Debates, Giving Presentations

1. Starting a conversation/discussion

I see ...
Well ...
I say ...
First ...
First of all ...
To begin with ...
Look here ...
Talking (speaking) of, about ...
Let me see (think) ...
Just a minute (moment) ...
That reminds me ...
To come back to ...
May I have my say? ...
In fact ...
The fact is that ...
On the one hand ..., on the other hand ...
And now for ...
As far as I know ...

2. Ending a conversation/discussion

To tell the truth ...
To sum up ...
Summarizing ...
Summing it up ...
On the whole ...
All in all ...
In conclusion ...
Finally ...
In the long run ...
In short ...
To make (cut) a long story short ...
That's all (there is to it) ...
For all I know ...
There it is ...
And so ...
So much for that ...
Let's round off ...

3. Expressing one's point of view

My own feeling is ...
I can quite (well easily) believe it (that) ...
It's my opinion that ...
In my opinion ...
I think (believe, suppose, maintain, feel, hope) that …
To my mind ...
Personally, I ...
I dare say ...
To tell the truth ...
If you ask me ...
Do you mean to say ...?
What do you mean (think) ...?
I mean to say ...
What do you think of ...?
What matters is ...
I want to press the point ...
In any case ...
More than that ...
I must admit ...
I'm afraid ...
I'm tempted to agree ...

4. Discussing a topic

I should like to know ...
Could you possibly ...?
Please ...
Could I trouble you for ...?
Any questions?
Have you got any questions for Mr. N?
I have (got) some (several) questions ...
Just one question on this point (paper) ...
As to the question of Mr. N ...
I would like to ask you about (whether) ...
May I ask a question?
Will (would) you say a few words about ...?
I wonder whether (if) ...
In reply to your question ...
I'd like to say that ...
I have (got) a few (several) comments about (on) ...
I should mention that ...
I should emphasize that ...
The problem (article, paper) under discussion ...
I'd like to add a few words to ...
I realize that ...
Do you follow me?
Do you take my point? I can't make up my mind where I stand on this. I am convinced that ...
That's the way I look at things.

5. Expressing agreement, approval

I agree that ...
I (quite) agree with you ...
I think so too.
I suppose so ...
That's right ...
Quite right ...
You are right ...
That's my opinion too ...
I think you are right ...
A fine idea!
What a good idea!
Not a bad idea!
Good!

Wonderful!
Excellent!
Splendid!
Beyond all questions ...
Absolutely right (certain) ...
Exactly so ...
There's no doubt about it ...
That's fine ...
That's OK.

6. Expressing disagreement, doubt

I cannot agree (that) ...
I don't agree that ...
I don't quite agree (with you) ...
I doubt (it) ...
I don't think you are right ...
I am afraid you are wrong (mistaken) ...
It's a pity but (that) ...
I am sorry but (that) ...
Nothing of the kind ...
I don't believe it possible …
I don't believe that ...
That's wrong ...
That may be true, but ...
I am not sure ...
I see what you mean, but ...
Surely not ...
I find that hard to believe ...

7. Saying you do not know

Sorry, I don’t know ...
I am very sorry, I really don’t know ,
I am afraid, I don’t know ...
I must confess, I don’t know ...
I've no idea ...
I haven’t a clue ...
I wish I knew.

8. Giving yourself time to think

Oh... Well... . Just... Now ... You see ... You know ...
Just a moment (minute) ... Let me see ...
It's on the tip of my tongue ... How can (shall) I put this?

9. Adding more information

I'd like to add ... To tell the truth ... In connection with ...
By the way... To continue ... To add ... As regards ...
Concerning ... As far as ... So far as you ...

10. Verifying the information

Do you mean to say that ...?
Can you confirm the fact?
Is it true that ...?
Am I right to understand that ...?
Can you prove it?
Are you sure?
I don't quite get the idea, I think ...
I am sure you didn't mean that ...
I don't quite follow what you mean to say ...
Sorry ...?
Pardon ...?

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